Pupil premium strategy statement

This statement details our school's planned use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for three years: 2024/25, 2025/26 and 2027/28, and the activities we specifically intend to spend the funding in this academic year. It also details the effects that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bells Farm Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	41% (81 children)
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was updated	September 2025
Date on which it will be reviewed	Termly monitoring and annual impact review: July 2026
Statement authorised by	Kelly Johnson – Co-Chair of Governors
Pupil premium lead	Tammy Williams Head teacher
Governor / Trustee lead	Siva Kachimba - Co-Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,655
Recovery premium funding allocation this academic year School Led Tutoring Allocation	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116,655

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, enjoy their learning and aim for excellence in all they do. They should make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals including progress for those who are already high attainers.

We believe that every pupil in Bells Farm is entitled to:

- be safe, secure and happy in a school environment which has their welfare, safety and education at the heart of everything it does;
- learn in a values - based community, which fosters care and respect for, and acceptance of themselves and others;
- quality teaching across a broad and rich curriculum which enables all children to achieve their potential;
- support to grow as confident and successful individuals.

Our Pupil Premium Strategy is intended to support each aspect of this entitlement. Excellent pastoral support and high expectations of behaviour and values form the foundations of our approach, on which high-quality teaching and learning can be successfully built. We believe that all children, particularly disadvantaged children, need to have their well-being needs met and managed so that they are ready to enjoy and value their learning and achieve well. We use our monitoring to assess the support needed by our most disadvantaged children and build this into quality first teaching and interventions when judged appropriate and timely. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The Pupil Premium funding and related funding will be targeted at individuals, small groups and classes in order to:

- Remove barriers to learn and develop confidence in their ability to communicate effectively.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breath of the curriculum.
- Support pupils to nurture their social emotional well-being and develop resilience.
- Access a wide range of enrichment opportunities to enhance their knowledge and raise aspirations.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Individual challenges such as autism, speech and language, learning and cognition and social and emotional issues. In 2024 – 25, the number of SEN children in school was 43 – 23.1% of school population. 27 of these are disadvantaged children – 62.7%.
2	Attainment of disadvantaged children in all areas is lower than their peers; ELGs, PSC, MTC and KS2 data all reflect a gap between disadvantaged and non-disadvantaged pupils.
3	Parents/carers struggling with basic needs related to income, such as overcrowded housing, good nutrition and access to wider experiences for children. Wider welfare issues causing safeguarding concerns. A significant number of our children have had adverse childhood experiences (ACES). As a result, many disadvantaged children have heightened social, emotional and behavioural needs. 68 pupils (37 of whom are disadvantaged – 54%) are on our vulnerable children list and require additional support with safeguarding, social and emotional needs.
4	Language development, vocabulary, oracy and PSED particularly in Early Years and for our younger children is below schools nationally. Our school context reflects the local community and we are based in an area of high deprivation with one of the highest rates of child poverty nationally.
5	Our assessments, observations and discussions with pupils and families have identified a lack of enrichment opportunities which has a detrimental effect of their well-being.
6	Inconsistent attendance of pupils. PP: 43% (35/81) of pupils monitored for attendance as of July 2025.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment is raised to ensure that disadvantaged pupils meet age expectations in line with or higher than national standards.	By the end of EYFS, KS1 and KS2 the proportion of pupils achieving end of year age expectations and greater depth will be in line with or higher than national standards. Children will achieve or exceed their end of year targets based on prior attainment and current assessment of knowledge and skills. The end of key stage statutory assessments will demonstrate that the

	school remains in line with or narrower than national for the achievement gap between disadvantaged and other children nationally.
Disadvantaged pupils are able to develop their speech and language to improve their communication skills and enable full access to a broad and rich curriculum.	The percentage of disadvantaged pupils meeting ELGs in Communication and Language will be at least in line with national standards and will therefore impact on increased attainment of other related ELGs. Pupils will have been shown to have access to early help and interventions. The positive impact of these will support their language development and enable them to gain full access to learning and meet their progress and attainment targets.
Improved oral language skills and vocabulary among disadvantaged pupils.	A language rich curriculum is implemented throughout school to support language acquisition and application and development of a wider vocabulary. Assessments and observations indicate significantly improved oral language among disadvantaged pupils, which is in turn reflected in the quality of their writing. This is evident when triangulated with other sources of evidence, including engagement and participation in lessons, work scrutiny, pupil voice and ongoing formative assessment.
Improved access to quality literature and enjoyment of reading for pleasure, and increased reading attainment among disadvantaged pupils.	Children engage with a rich and diverse range of texts and show a positive perception of reading. Our phonics programme will be fully embedded in the early years and key stage 1 with catch up interventions impacting positively on identified pupils at risk of falling behind. Pupils will continue to achieve standards in the phonics screening test at least in line with national averages. Pupils will continue to achieve standards at least in line with national averages at the end of Reception and KS2. Pupils throughout the school make at least expected progress in reading.
Improvement in the quality of teaching of reading, writing and maths.	Staff will have access to high quality CPD and resources, the effect of which will be seen in their practice and enable them to improve outcomes for all disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	There are high and sustainable levels of well-being in pupils as demonstrated by: • parental and pupil voice • successfully resolved issues within a culture of trust and confidence to voice concerns about mental health and well-being.

	• significant increase in participation in extra - curricular activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance and engagement for all pupils, particularly our disadvantaged pupils.	Attendance and well-being is improved due to proactive pastoral support and wraparound care Improved behaviour allows children to gain access to the curriculum successfully and make good progress. Families are able to access appropriate support, including a range of in house and external early help more rapidly, which enables parents and carers to support their children's daily attendance.
Pupils receiving targeted academic support make good progress as a result of well-planned and monitored interventions.	Progress measured on Toolkit Tracker show good (small-step) progress being made. Interventions and targeted and successful. Parents are informed about interventions and are supported to be involved with their child's progress.
Improved outcomes for children on our vulnerable lists.	Outcomes are improved for pupils supported by Learning Mentor. Outcomes are improved for pupils supported by Family Support Coordinator.
Well-targeted and effective Pastoral support ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.	PSHE curriculum (including RSHE) will be delivered consistently and aligned with Jigsaw. Children accessing nurture group provision or Learning Mentor support will show improvement in learning outcomes Behaviour incidents involving targeted pupils will be reduced or there will be a decrease in incidents.

Activity in this academic year: This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenges addressed Budget
Staff training on QFT Effective feedback. metacognition and successful teaching and learning strategies WalkThrus Subject Leadership	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development EEF toolkit feedback +8, mastery +5, metacognition +7	1, 2, 4
CPD and release time for teachers to review and embed wider curriculum schemes of work. Planning and teaching to have a higher focus on: • developing vocabulary and language • substantive and disciplinary knowledge • retrieval • knowledge organisers	EEF Improving Primary Science: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-science-ks1-ks2 EEF toolkit mastery +5 High-quality teaching | EEF	1, 2, 4
Embed reviewed school planning making explicit the teaching and learning of reading comprehension strategies. Monitor through observations, learning walks and reading fluency and comprehension. Coaching for new teachers and teaching assistants as required in effective teaching of reading skills.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2, 4
Within the school's wider reading for pleasure strategy, provision of a wide range of fiction and factual texts for class and main libraries giving children access to high quality literature to borrow for school and home reading and widen their experience of a range of authors and genres.	Evidence from OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status. Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.	1, 2, 4, 5
Staff CPD on feedback strategies and release for peer observations and coaching. Embedding use of Walkthrus to improve standards of teaching and learning across all subjects.	Providing feedback is well-evidenced for having a high impact on learning outcomes, EEF citing 9 months of additional progress. Effective feedback tends to focus on the task, subject and self-regulation strategies: it	1, 2, 4

	provides specific information on how to improve.	
Purchase of Toolkit Tracker to enhance analysis of assessment – tighter tracking or progress and attainment of pupils to allow for improved intervention and support	SEN interventions and learning plans monitored effectively will mean that SEN pupils will have well targeted provision that meets their needs. Teachers and class staff will be aware of their individualised targets and can use these to enhance every day provision for pupils.	1, 2
Purchase of Wellcomm tracking software to focus on supporting and developing children's language acquisition and development of receptive and expressive language and then on the development of more complex language structures for effective and higher-level communication.	Wellcomm project in EYFS and KS1 to support language development Identify and address speech and language problems early on - GL Assessment (gl-assessment.co.uk)	1, 2, 4
Continued development of phonics SSP – Phonics Shed Training, resources and programme costs plus cover Phonics Lead time to support and coach colleagues and lead interventions and assessment	EEF , 'Teaching and Learning Toolkit': Phonics (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4

Targeted academic support

Budgeted cost: £59,155

Activity	Evidence that supports this approach	Challenge addressed Budget
Team teaching/small group teaching in Y6 for English and maths providing for 1:1 interventions from senior, consistently good quality teachers.	The EEF found that overall, small group tuition is effective - the smaller the group the better. Studies suggest that greater teacher feedback, the opportunity for sustained engagement in small groups and/or work more closely matched to learners' needs explain the impact.	1, 2, 4, 5
Deployment of SENCO, TA, tutor and HLTA hours to provide small group and 1:1 early interventions and catch up learning in targeted groups in key stage 2. Training of TAs and HLTA in structured interventions.	Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. Small group tuition has an average impact of four months' additional progress over the course of a year. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-	

	trained and supported – for example, delivering a structured intervention.	
Screening of all reception children in early autumn followed by co-ordinated interventions for those children who require additional support in speech sound production – engagement in Developing Local provision (DLP) project. Training for key professionals to implement: SENCO and early years teaching assistants. Support for staff from NHS SaLT in screening and setting up program in Reception, Y1 and children with EHCPs. This will be followed by review of data with SENCO to highlight success of interventions.	The Royal College of Speech and Language Therapists (RCSLT) cite evidence that children with poor language and literacy skills at five years have lower education achievement at seven years (Snowling et al, 2011). One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five. (Save The Children, 2016). One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five. (Save The Children, 2016) Children with poor speech, language and communication get fewer GCSE A-C grades than their peers. 15% achieve 5 A*-C GCSEs compared with 57% of all young people (Bercow, 2008).	1, 4
OT therapy provided by specialist sports coach	EEF –'Teaching and Learning Toolkit': Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months	1, 4, 5
Additional adults to support the teaching of phonics and reading for Reception, Y1 and Y2 and to facilitate catch up in Y3	EEF –'Teaching and Learning Toolkit': Small group tuition = +4 months Teaching assistant Interventions = +4 months Phonics EEF Small group teaching EEF	1, 4
Additional adult support in EYFS	EEF , 'Early Years Toolkit': Communication and Language Approaches = +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1, 2, 3, 4, 6

Wider strategies

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing staff training and reflection on positive behaviour management, application of the Peacemakers' conflict and resolution and self-regulation strategies and pupils' self-regulation of learning behaviours. Funded time out for teachers to access the Behaviour 360 materials. Team teach training. De-escalation training. Access to CoBS for training and support.	EEF found that both targeted interventions and universal approaches can have positive overall effects. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management. EEF – Teaching and Learning Toolkit: Behaviour Interventions = + 4 Months.	1, 3, 4, 6
Family Support Co-ordinator to work with SLT to improve school attendance. The principles of good practice set out in the DfE's 'Working together to Improve School Attendance' advice will be embedded. The Family Support Co-ordinator will lead targeted family interventions leading to improved attendance, well-being and engagement of disadvantaged children.	Early help provision has been successfully applied in the school community, with the work of the Family Support Co-ordinator: - Engaging parents in safeguarding and welfare of children, making timely and appropriate interventions as necessary and resulting in removal from the vulnerable children list. - Building relationships with parents enabling them to approach school with home concerns/for information about issues impacting on children's learning, and receiving immediate early help or signposting/referral to sources of early help. EEF Attendance	3, 6
Learning Mentor to facilitate access to learning, and to support social and emotional needs and mental health and well-being.	The EEF found that there is extensive evidence linking childhood social and emotional skills with improved school outcomes and in later life, in relation to physical and mental health	1 2, 3,
Provision of Breakfast club allowing disadvantaged families to access the provision and ensure their children are school ready by 8.50 am. Independent learning and social and emotional intervention available at this time from the Learning Mentor. Additionally, after school childcare and a wide range of activity based clubs provided and supplemented over the three year period targeting specific disadvantaged		3, 5, 6

children as well as overall availability for all children.		
Subsidisation of educational visits, workshops in school and top-up swimming lessons		3, 5, 6
Contingency fund for non academic barriers/ acute issues Uniform Transport to school Bus Passes Financial Aid	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified or to support families with immediate safeguarding, wellbeing or pastoral need.	3, 5
Implementation of myHappymind to improve confidence and resilience as well as improved mental health and well-being (supported by DLP) Staff CPD Monitoring Subject leader time to merge with PSHE	Backed by NHS: myhappymind.ac-page.com/impact-report-pdf-optin-page University of Chester Validation Report	1, 3, 5, 6

Total budgeted cost: £116655

Part B: Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

Teaching

EYFS

28 pupils with 7 identified as eligible for PP

	School	National
All children GLD	76%	67%
Disadvantaged/PP GLD	71%	51%
Other/Non PP GLD	80%	71%

Children entered EYFS, on average, well below in all areas with particularly low attainment for speech and language. This not only impacted on literacy but also all other areas of GLD. Additional staff were used to support through targeted teaching and Wellcomm.

2 PP children who didn't achieve GLD have non-verbal autism and receive additional support – one with an EHCP and one with SSPP funding. 2 children have significant SLCN needs and will continue to be supported in Y1 with WellComm. 1 child was impacted by significant absence and is being closely monitored.

PSC

25 pupils with 14 identified as eligible for PP

	School	National
All children PSC	70%	80%
Disadvantaged/PP PSC	57%	68%*
Other/Non PP PSC	83%	84%*

7 children did not pass:

- 2 children with significant needs were disapplied; 1 child has an EHCP and the other we will be applying for SSPP funding in the autumn term
- 1 child has SSPP funding
- 2 children have been impacted by poor attendance and FSW is supporting these families
- 1 child has a phonological disorder and is being supported by SaLT
- 1 child scored 30 – pass mark 32

End of KS2 assessments										
Subject	Reading		Writing		Maths		GPS		RWM combined	
	Sch	National (BF 2024)	Sch	National (BF 2024)	Sch	National (BF 2024)	Sch	National (BF 2024)	Sch	National (BF 2024)
Expected +	93%	74% (83%)	77%	72% (75%)	87%	73% (76%)	97%	72% (83%)	73%	61% (72%)
Disadvantaged/ PP EXS+	92%	62% (82%)	77%	59% (71%)	77%	58% (70%)	92%	(82%)	69%	47% (65%)
Other/Non PP EXP+	94%	81% (83%)	82%	78% (78%)	94%	80% (79%)	100%	(83%)	82%	69% (83%)
Greater depth	50%	29% (31%)	7%	13% (7%)	33%	24% (28%)	40%	32% (45%)	7%	8% (7%)
Disadvantaged/ PP GD	30%	(17%)	0%	(6.8%)	7.6%	(21%)	92%	(28%)	30%	(6.8%)
Other/Non PP EXP+ GD	64%	(13%)	100%	(0%)	53%	(6.8%)	47%	(17%)	100%	(0%)

Looking at the data, it is evident that the high quality teaching and additional strategies in place have supported PP pupils to attain well in comparison to national attainment – outperforming national PP pupils in every area, some quite significantly.

In reading we significantly out-performed national with 93% compared to 74%. We also significantly out-performed national with our combined score of 73% compared to 61%. Our PP children significantly outperformed national in combined with 69% achieving the expected level in reading, writing and maths compared to 47% nationally.

Targeted academic support

All staff working in classrooms with children were involved in the regular review and monitoring of SEN targets. TA led interventions are established and cycles of assessment are used to judge progress towards targets and to set new targets. Teachers are responsible for ensuring interventions are well planned. Outside agencies have improved our provision through staff training. Progress is closely tracked using the Toolkit Tracker and changes to interventions are made under the guidance of the SENCO.

Wider Strategies

All children visited the theatre in the autumn term. Y2-Y6 classes had an immersive History workshop related to their topic. An increased number of children benefited from attending a wide range of clubs including martial arts, sports, chess, art and lego. All classes went on a trip to widen their real life experiences. We had a visit from a dance theatre group for World Book Day. Breakfast club provision is well attended and subsidised for children eligible for PP and any larger families. The pastoral team continue to support families when need arises with in-school early help. Next year we hope to extend this further by including trips to the local library and making more use of the Birmingham Art Museum and Central Library.

We work closely with local charity Spearhead Trust to provide our families with hot meals, wellbeing groups and family support. All items given as part of the Harvest Celebration are donated to the Spearhead Trust foodbank which serves our local community. As part of our Early-Help offer, we signpost parents to assistance and work closely with agencies to support our families.