

**Bosmere Community Primary School,
Needham Market**

**Pupil Premium Strategy
2025-2026**



Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024-2025 academic year, funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year, and the impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bosmere Community Primary School
Number of pupils in school	246 Total
Proportion of pupil premium eligible pupils	59 pupils - 24% (comparable to National Average)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Vanessa Kingsley (Chair of Governors)
Pupil premium lead	Mr Lee Abbott
Governor / Trustee lead	Mr Daniel Jones (CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	8 x PPG (Services) 1x PPG (CLA) 50 x PPG (Deprivation) £84,210 (PPG - GIaP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£84,210 (PPG - GIaP)

Part A: Pupil premium strategy plan

Statement of intent

At Bosmere Community Primary School, we believe that all pupils can progress and attain well, regardless of their backgrounds. We recognise that the best way to secure good outcomes for all pupils is with positive relationships (pastoral care) and good quality first teaching delivering a rigorous, ambitious curriculum with high expectations of learning outcomes. However, at times, it is necessary to couple these approaches with effective academic intervention.

At Bosmere Community Primary School, we employ a tiered approach to improving outcomes in our Pupil Premium. The Three Tiers are:

1. Quality of Education (Teaching and Curriculum)
2. Academic Intervention
3. Wider Approaches (attendance, behaviour and student well-being)

This is in line with best practice recognised by the Educational Endowment Fund in the publication “Moving Forwards, Making a Difference” - A Planning Guide for Schools (2022).

We also consider the challenges faced by socially and emotionally vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of Pupil Premium or not.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Education (Teaching) There have been inconsistencies in the quality of, and approach to, teaching across the school. We want our rigorous monitoring to show that the quality of teaching is consistently strong across the school, using agreed and understood sound pedagogy; securing good outcomes for all pupils.
2	Quality of Education (Inclusion) Lack of knowledge and application of adaptive teaching practice has meant that provision does not always meet the needs of pupils and limits pupils' learning progress.

3	<p>Quality of Education (EYFS Curriculum)</p> <p>Early screening of pupils in the Early Years indicate underdeveloped speech and language skills.</p>
4	<p>Quality of Education (Opportunity)</p> <p>We are aware that some pupils, despite improved provision and strong adaptive teaching, are not currently able to 'keep-up' with learning and require interventions in order to 'catch-up' to the age expected standard.</p>
5	<p>Our behaviour and pastoral records show that some pupils' social, emotional and mental health needs can impact on their readiness to engage with learning, and can result in poor relationships and wellbeing.</p>
6	<p>Our attendance data analysis shows that the attendance or PA of disadvantaged pupils (particularly boys) is lower than the rest of our cohort.</p>

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.

Chall.	Intended outcome	Success criteria
1	<p>Teachers apply well researched, impactful pedagogy to teach the curriculum, resulting in good pupil outcomes.</p> <ul style="list-style-type: none"> - High Quality Daily Teaching - Secure and embed consistency in quality of teaching across the school using well researched pedagogical approaches and metacognition. Checking for understanding in class to identify and address learning gaps to ensure children attain well. - Use diagnostic assessments regularly and formatively i.e. NfER, Accelerated Reader, CUSP curriculum quizzes, TTRS/Numbots, Little Wandle. 	<p>Lesson visits show good application of Rosenshine Principles of Instruction and application of the pedagogy embedded in curriculum design.</p> <p>Teachers are observed to routinely check for understanding within lessons (with consideration of children in receipt of PPG) and use effective modelling and scaffolding to re-shape lessons and provide appropriate challenge with low threat.</p> <p>Teachers observed to routinely use rigorous</p>

		<p>analysis of standardised assessments to identify gaps in learning and fill them using teaching and intervention strategies.</p> <p>Academic Targets set in School Development Plan 2025-2026 achieved at the end of academic year 2026.</p>
2	<p>Teachers are knowledgeable in the common challenges faced by pupils from disadvantaged backgrounds and SEND and employ the 7Cs (Judith Carter) to plan appropriate provisions, reflected in Individual Learning Plans and classroom provision.</p>	<p>Lesson visits and book monitoring shows that the needs of children from disadvantaged backgrounds, and those with SEND, are being met so they attain well.</p>
3	<p>All pupils in EYFS have age comparable speech and language.</p> <p>We want all pupils to have age expected speech and language by the end of Reception.</p> <ul style="list-style-type: none"> - Language rich environment - Speech and Language Intervention 	<p>Speech and Language Line data shows improvement on baseline speech and all meeting age related expectations (Reception pupils)</p>
4	<p>All pupils are reaching the age expected standard in reading, writing and mathematics.</p> <ul style="list-style-type: none"> - QfT - Interventions - Increasing adult to pupil ratio in order to make whole class strategies more feasible. 	<p>Academic Targets set in School Development Plan 2025-2026 achieved at the end of academic year 2026.</p>
5	<p>Children feel safe and secure at school and are securing good learning outcomes as the result of their good behaviours for learning.</p> <ul style="list-style-type: none"> - Enhance Relationship Policy - Improve lunchtime provision - Interventions including Nurture and ELSA 	<p>The Behaviour/Relationship Policy reflects our school values and is being implemented consistently in the classroom and across the school.</p> <p>Positive feedback from staff and pupil surveys indicate that policy and support strategies are consistently applied.</p>

		<p>Adults routinely use restorative conversations to develop empathy in pupils (MyConcern records)</p> <p>MyConcern records show a reduction in social and emotional challenges and low-level disruption affecting learning.</p>
6	Attendance of disadvantaged boys has improved (and PA reduced).	Attendance data shows attendance of all pupils, boys and disadvantaged pupils are at national and 'like school' comparators.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Challenge Number 1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training scheduled through the academic year, focused on improving pedagogy (Rosenshine Principles) with a focus on adaptive teaching, checking for understanding, developing metacognition and scaffolding.</p> <p>Provide resources to support best quality teaching including refresher IT.</p> <p>Train staff in the use of diagnostic tools and plan half termly 'ATMs' to ensure diagnostics are impactful.</p> <p>Termly Pupil Progress meetings to review NFER assessment</p> <p>Follow Up and Follow Through(FUFT) monitoring of teaching, following training, to ensure practice is consistent with curriculum design, adapted to needs and appropriately challenging. Teachers held to account for PD.</p> <p>Provide coaching for identified staff to rapidly improve teaching practice and impact pupil outcomes.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p> <p>Diagnostic Assessments provide opportunities to reflect on pupils thinking, strengths and weaknesses (Moving Forwards, Making a Difference – 2022)</p> <p>Coaching is a high-leverage professional development strategy. EEF currently conducting longitudinal impact study - results due 2028.</p>	<p>1</p>

<p>Provide regular staff training on Inclusive practice, Best use of TAs and 7Cs.</p> <p>Follow Up and Follow Through(FUFT) monitoring of teaching, following training, to ensure practice is consistent with curriculum design, adapted to needs and appropriately challenging. Teachers held to account for PD.</p> <p>Teachers trained to use diagnostic tools to assess and evaluate pupil outcomes including TTRS/Numbots, Accelerated Reader; given directed time to review the available data to inform planning.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p> <p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>Diagnostic Assessments provide opportunities to reflect on pupils thinking, strengths and weaknesses (Moving Forwards, Making a Difference – 2022)</p> <p>AR has promising impacts. In a small study, the EEF has found that pupils offered AR have made 3 months progress and disadvantaged 5 months progress.</p> <p>Reading comprehension strategies are high impact on average (+7 months).</p>	<p>2</p>
<p>Invest in Speech and Language Line and staff to conduct interventions (TAs)</p> <p>Introduce Drawing Club to enhance vocabulary.</p> <p>Develop the EYFS learning environment to become increasingly language rich.</p>	<p>Oral language interventions can be an effective approach for disadvantaged pupils.</p> <p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Challenge Number 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide Little Wandle catch-up to ensure children in LKS2 with poor decoding and fluency in reading 'catch-up' to peers.</p>	<p>The EEF reported that Fresh Start and phonics catch-up programmes shows considerable promise as an effective catch-up intervention for low-attaining readers.</p> <p>Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p>	4
<p>Provide SALT interventions in Year R (following Speech and Language Link)</p>	<p>The Nuffield Early Language Intervention had a positive impact on the language skills of children. It is expected that Speech and Language Link will do the same.</p> <p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)</p>	3
<p>TAs will be deployed to effectively impact pupil outcomes I.e.:</p> <ul style="list-style-type: none"> ● Liaison Time with teacher (to ensure impact in lessons) ● Little Wandle ● SEMH support ● Afternoon interventions <p>Carefully track and monitor the impact of max six week interventions to ensure they have impact on pupil outcomes.</p> <p>Provide training for class based support staff with a focus on Little Wandle, scaffolding, modelling and checking for understanding.</p>	<p>One to One/Small group tuition seen to impact on pupil outcomes - EEF</p> <p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and managing their own learning.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	1-6

Yr6 Booster groups/tutoring introduced in Spring 2026 to ensure pupils in Yr6 'catch-up' to age related expectation in Mathematics, reading and writing by the end of the academic year in readiness for High School.	Small group tuition seen to impact on pupil outcomes - EEF Small group tuition has an average impact of four months' additional progress over the course of a year.	4
Provide daily 'Reading Club' for children not frequently reading and passing AR quizzes with 80% accuracy.	AR has promising impacts. In a small study, the EEF has found that pupils offered AR have made 3 months progress and disadvantaged 5 months progress. Reading comprehension strategies are high impact on average (+7 months).	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Challenge Number 5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Analyse attendance and PA data (inc groups) each fortnight - reviewed by Inclusion Team.</p> <p>Targeted families to have an 'action plan', managed by PSO, reviewed with HT and Trust each half term.</p> <p>Child and family specific strategies to address poor attendance.</p> <p>Employ EWO through the Trust to more rapidly respond to challenging PA</p>	<p>Evidence on the effectiveness of different approaches to improving attendance is inconclusive but each approach is shown to have merit (other than whole class SEL which had no impact) - EEF Attendance Interventions</p>	6
<p>Staff to build strong relationships with pupils and their families to impact positively on pupils' mental health, well being and emotional resilience.</p> <p>Children are receiving specialised 1:1</p>	<p>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. (DfE Mental Health and Behaviour in Schools 2018)</p> <p>SEL interventions have an identifiable and valuable impact on attitudes to learning and social</p>	5

<p>or group support for their mental health and wellbeing (ELSA, Essex Inspire)</p> <p>DHT further establish restorative practice and improve consistency of policy</p> <ul style="list-style-type: none"> - Update Policy - Retrain staff - Pupil led evaluation - Monitoring in class. <p>Offer a lunchtime nurture club (Quiet Club) to help targeted pupils at lunchtime</p>	<p>relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Effective professional development is vital to support, develop and sustain high quality teaching. (Moving Forwards, Making a Difference – 2022)</p>	
<p>Improve the quality of ;lunchtime provision - engaging activities, specific time for eating well, effective adult to child ratio.</p> <p>Monitor and evaluate the provision (Pupil Voice) to ensure it engages and supports children's emotional wellbeing.</p>	<p>There is a small positive impact of physical activity on academic attainment (+2 month)</p> <p>A calmer start to the afternoon, avoiding dysregulation from lunchtime, should positively impact learning behaviours.</p>	5
<p>Breakfast Club Provide opportunity for pre-school interventions (1:1 and small group) i.e. reading and TTRS</p> <p>Provide opportunities to develop independence and collaboration in Breakfast Club environment.</p> <p>Provide opportunity for physical activity at the start of the school day (Thurston Sports Coach)</p> <p>Encourage poor attendees and those with</p>	<p>DfE research (2017) on the impact of Breakfast Clubs in areas of high deprivation found that breakfast club contributed positively to punctuality, concentration, behaviour for learning and social interactions.</p> <p>There is a small positive impact of physical activity on academic attainment (+2 month)</p>	6

<p>SEMH to attend Breakfast Club.</p> <p>Remind children and parents that Breakfast Club is provided.</p> <p>Benefits:</p> <ul style="list-style-type: none"> - school readiness - health breakfast -active start - learning behaviour -improve attendance, reduce lateness <p>Provide/offer FREE breakfast club for targeted pupils</p>		
<p>PSO and TA colleague to introduce 'Hamish and Milo' to improve parental engagement and pupil emotional regulation.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>5</p>
<p>Provide funded trips and visits to enhance cultural capital and well being including: Crucial Crew, curriculum trips, Yr6 residential</p>	<p>Access to experiences combats opportunity gaps.</p>	<p>5</p>

Total budgeted cost: £ £84,210

Further information

Additional activity linked to supporting pupil progress and academic recovery.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Improving writing. Children will be taught the writing process explicitly through modelling and supported practice. Handwriting, sentence construction and spelling will be taught and practised each day. Improving phonics.
- Children from Reception will be taught Little Wandle phonics each day alongside Drawing Club texts.
- utilising the training received by our PSO/ELSA to become a Senior Mental Health Lead ([DfE grant to train a senior mental health lead.](#))
- Strengthening leadership across the school including local governance so that Pupil Premium spend is carefully monitored to ensure it is having a positive impact on pupil outcomes.
- Honing deployment and effectiveness of Teaching Assistants following our participation in the Making Best Use of TAs programme. This includes scaffolding learning effectively, effective TA deployment and use of liaison time with teachers.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils, so we feel it necessary to hone our practice around our Feedback Policy.
- Offering a wide range of extracurricular activities (including within Breakfast Club with Thurston Sports Partnership) to boost wellbeing, behaviour, attendance, and aspiration. We will monitor participation so that disadvantaged pupils are encouraged and supported to participate.