



Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Metric	Data
School name	Binfield CE Primary
Pupils in school	427
Proportion of disadvantaged pupils	4.9% (3.9% 23/24)
Academic year or years covered by statement	2025-2026
Publish date	December 2025
Review date	December 2026
Statement authorised by	Suzie Featherstone-Wright
Pupil premium lead	Philippa Brazell
Governor lead	Roger Prew

Funding overview

Pupil Premium funding allocation this academic year	£26,870 FSM x16 LAC x1 on roll (Sept 25) (Currently 26 FSM 2 LAC)
Tutoring	NA
Pupil Premium funding carried forward from previous years	£0
Total Budget for this academic year	£26,870

Disadvantaged pupil performance scores for last academic year

Measure	Percentages RWM (no Score)
Meeting expected standard at KS2 (x3)	R=33% Sp=67% M=67% W=33%
Achieving high standard GDS at KS2	R=33% Sp=33% M=33% W=33%

Context of PP at Binfield Primary School

At Binfield Primary School we have an increasing number of pupil's qualifying for PP. The needs of these children is diverse, including SEND, EAL and we are seeing these needs changing over time. For example, more SEMH needs are emerging. As such, we are continually reviewing, reflecting and adapting our provision based on this changing dynamic. Other children, not qualifying for PP, we also encompass and include in the provision as appropriate. We have a strong pastoral team, Binfield Support Partnership, who work closely with children and their families to provide a holistic approach with the child at the centre. We feel it is key to get to know the families well so that we can offer the appropriate support, in order for all children to flourish.

Statement of Intent

At Binfield CE Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also look to develop the whole child and create a strong sense of belonging to our school, building on strong foundations including the pre-requisites to enable all children to achieve. Examples of this include providing for basic needs, emotional support to be ready to learn, building self-confidence, a sense of identity and the chance to shine. We build positive relationships with all the children we work with, focusing on the disadvantaged and vulnerable as a priority. We use a range of tools to evaluate the impact on the whole child including case sampling, organic progress measures, pupil surveys along with attendance data. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers. We develop strong foundations from a cognition perspective, alongside learning behaviours, drawing on our staffing expertise and sharing of good practice.

We understand the importance of early intervention and getting it right from the start. Early identification and support makes the biggest difference in EYFS and KS1, ensuring children become fluent and confident in reading, speaking and securing strong foundations.

We will also consider the challenges faced by 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 disadvantaged or not.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our challenges

Challenge	Detail of challenge
1	Attainment and progress in relation to peers at end of Key Stage 2
2	KS2 progress in Reading, Writing and Maths, ensuring that children in EYFS and KS1 are identified and supported through early intervention, from the outset.
3	Progress and attainment of PP who are 'doubly disadvantaged' (PP and SEND)
4	Emotional wellbeing following any family dynamics which can impact on this and the learning potential eg attendance
5	Access to technology for home/remote learning purposes as some children do not have access to their own devices.

Our intended outcomes for disadvantaged pupils

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 outcomes	Success criteria
To ensure all achieve at least ARE with good levels of progress and are engaged in their learning	PP pupils will meet ARE and those who have other disadvantages make good or better progress through QFT. Impact evaluated through data, case studies, organic progress measures and pupil surveys
Progress in Writing	Early intervention in EYFS/KS1 to enable children to achieve national average progress scores in KS2 Writing. Developing writers in line with the Writing Framework.
Progress in Maths	Early intervention in EYFS/KS1 to enable children to achieve national average progress scores in KS2 Maths and successfully complete the MTC in Y4.

Progress in Reading	Early intervention in EYFS/KS1 to enable children to achieve national average progress scores in KS2 and early reading attainment, following the Read Write Inc. programme of phonics. Achieving well in Phonics Screening in Y1.
Increasing rates of progress across Key Stages for high attaining pupils	High prior attainment pupils make as much progress as their peers with same starting points in RWM. Evident through teacher assessment and formal testing including RWI assessment, Y6 includes SATs results.
Doubly disadvantaged PP children to diminish the difference (progress and attainment) in relation to their peers.	PP who are doubly disadvantaged make good or better progress (from starting points) within teacher assessment. Provision to be targeted and adapted accordingly.
Pupils are emotionally ready to learn and progress and parents engage with their child's learning.	PP and their families have access to ELSA/FSA/mentoring resources as part of the Binfield Support Partnership. Additional LSA support in lessons and the offer of a homework club. Parents attend parents evening and support the completion of home learning. ELSA support is offered to support children develop self-regulation, resilience and positive self-esteem, understanding they can achieve and aspire to the same goals as their peers.
Attendance is good, above 95% (ideally 97%+)	Ensuring children's attendance and punctuality is at least good. FSA/pastoral team alongside class teacher to monitor. Recognising potential signs of EBSA and implementing support strategies early.
Pupils have access to their own devices at home to complete their home learning.	Laptops supplied to children for home use. School devices borrowed for KLC (kids learning club).

ACTIVITY IN THIS ACADEMIC YEAR

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

Teaching priorities for current academic year

Budgeted cost: £9,345

Aim	Target	Challenge number & Target date
PP children to engage with their learning and	To continue to target PP children both in the classroom and through ELSA work. Ensuring children develop	4 Ongoing

wellbeing needs are met.	<p>resilience, self-esteem and self-regulation to be ready to learn in the classroom.</p> <p>Embedding power tools for learning to support positive growth mindsets and develop learning behaviours.</p> <p>Feedback through pupil discussions and teacher observations and evidence in books.</p>	
PP to continue to receive the highest quality teaching to ensure all attain to the best of their ability	<p>Ongoing staff training/CPD to embed QFT. Continued CPD on developing positive relationships, adaptive teaching, power tools and great teaching across the curriculum.</p> <p>Focus on PP priority (all abilities) within the classroom with additional targeted support from LSA/Class Teacher/SENDSCO (<i>EEF Toolkit Teaching Assistant Intervention</i>).</p> <p>Evidence gathered through book looks, observations, data analysis, pupil surveys and case studies (<i>Diagnostic Tool EEF</i>).</p>	1,2,3 Termly
Achievement and progress in Reading, Writing and Maths to improve.	<p>Early identification and intervention in EYFS and KS1 to secure strong foundations. Pre-teaching basic and new skills, including vocabulary happening in every classroom (<i>Trundley et al (2017)</i>). Practical resources and differentiated learning evident. Learning walks, book looks and data analysis will provide evidence.</p>	1,2,3,5 Termly

Targeted academic support for current academic year

Budgeted cost: £13,200

Aim	Target	Challenge number & target date
<p>To ensure all PP achieve at least expected ARE and/or good levels of progress.</p> <p>For doubly disadvantaged PP children to diminish the difference between progress and</p>	<p>Small group and/or 1:1 support with experienced teacher/ SENDSCO. Writing and Maths provision for targeted children. Quality First Teaching to identify, plan for and teach the most vulnerable learners as a priority. This will raise levels of confidence to draw upon during</p>	<p>1,2,3</p> <p>Summer 2026</p>

attainment in relation to their peers..	independent work in the classroom (EEF Toolkit one to one tuition).	
	Morning booster groups to support gaps in learning Y5/6 with experienced teacher. Offered to PP children, along with low achievers. Y1 children receive targeted support in reading using the RWI tutoring scheme.	1,2,3 Summer 2026
	Targeted interventions within the classroom with a focus on RWM for PP children, delivered by teacher or trained LSA, differentiated morning work. (Effective Interventions: Promoting Learning: www.nasuwt.org.uk) Continued use of AI programs to support targeted learning of PP children and remote teaching available when needed (EEF Toolkit Digital Technology/Research Report).	All Summer 2026
	A daily touch base to support wellbeing. Including pre-teaching and basic skills. 1:1 familiar adult checking in with PP to build positive relationships (EEF Toolkit Reading Comprehension Small Group and in Class).	All Summer 2026
Home (Kids) learning club	Small group focused after school club – reading and writing. Four afternoons weekly by HLTA.	1,2,3 Ongoing

Wider strategies for current academic year

Budgeted cost: £4,325

Aim	Target	Challenge number & target date
Pupils are emotionally ready to learn and parents are engaged in their learning. Attendance and punctuality is good.	Family Support Advisor working with vulnerable families and improve parental engagement to allow parents to be involved in supporting their children's learning. Also supporting families	4 Ongoing

	<p>to raise attendance/punctuality <i>(The Education Hub: Gov.UK)</i></p> <p>Attendance officer role to analyse attendance and contact low attenders.</p> <p>A soft drop approach to start the day and bespoke arrangements, as appropriate.</p>	
Supporting and mentoring those experiencing either emotional or behaviour challenges.	<p>Social & emotional learning interventions (ELSA) which target areas of learning to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic elements of learning. <i>(EEF Toolkit Mentoring).</i></p>	<p>4</p> <p>Ongoing</p>
Pupils have access to their own devices.	<p>Loan of laptops to appropriate children to support with their home learning.</p>	<p>5</p> <p>Ongoing</p>
PP pupils are given the opportunities to learn alongside their peers and engage with their learning.	<p>Access to school trips, sporting events and extra curricular clubs (1 free club per year) offered to enable PP to participate in activities that can increase outcomes and social mobility <i>(Implementing Inclusive Education: Gov.UK).</i></p>	<p>1,3,4</p> <p>Ongoing</p>
PP pupils have access to appropriate learning assessments to understand any challenges and target provision.	<p>Use of outside agencies to assess and identify further areas of need in order for teaching to be further tailored to meet individual needs.</p>	<p>1,2,3</p> <p>Ongoing</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and reflection time.	Use of Inset days and additional cover provided by HLTAs CPD
Targeted support	Ensuring appropriate interventions are in place and reviewed for effectiveness and impact.	Initial data entry and review after 8 weeks via intervention overviews Learning walks.
Wider strategies	Engaging the families facing most challenges including attendance.	FSA working closely with LA, where appropriate. Making contact, face to face where possible. Using successful

		EBSA strategies where appropriate.
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Review: last year's aims and outcomes

End of Key Stage 2 SATs results were hugely improved last year and beginning to close the gap with whole school data. Children that have attended our school since Reception scored GDS. The soft start has allowed these children to have additional intervention support as they arrive into school and the use of technology has made this more accessible and bespoke to their needs.

All age groups have benefited from this morning work. This has had the most positive impact in the older year groups as children are able to access their learning more independently and from home. It is hoped that the increase in devices across the school will also see a more positive improvement in progress and attainment for vulnerable pupils. Those doubly disadvantaged pupils are a focus in each classroom.

The introduction of Fresh Start resources have supported early reading and children have shown progress through the RWI levels in KS2.

Behavioural and emotional challenges have been addressed early with pupils well supported and able to re-engage in learning. However, there has been an increased in the need for more planned nurture based approaches. Some pupils that experience anxiety are supported well. Our Pastoral team have ensured both the children and their families are listened to and signposted to additional support if needed.

All vulnerable children (100%) have been included on school trips and residential visits successfully, every PP child participated in residentials and trips with their peers. 38% attended KLC and 50% have had ELSA support. They continue to attend various after school clubs. Over the course of the year all PP are selected at least once to represent the school at sporting tournaments.

Whole school attendance was 95.8%, Pupil Premium 95.2%. This is an improvement on last year and very close to whole school data.