

Pupil premium strategy statement 2025-2028

Baildon Glen Primary School

This statement details our school's use of pupil premium 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Baildon Glen Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Miss Joanna Jackson
Pupil premium lead	Miss Joanna Jackson
Governor / Trustee lead	Mr Ross Collard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,495
Recovery premium funding allocation this academic year	£0
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	£113,495

Part A: Pupil premium strategy plan

Statement of intent

At Baildon Glen Primary School, we are committed to providing all pupils with the best opportunities and access to high-quality teaching and learning. We use our Pupil Premium funding strategically to meet the diverse needs of our learners and ensure they can fully participate in all aspects of school life.

Our approach is focused on raising the attainment of disadvantaged pupils of all abilities and closing the gap between them and their peers. Decisions on how we allocate Pupil Premium funding are informed by detailed analysis of individual pupil performance and a deep understanding of our curriculum provision, ensuring that spending leads to positive and effective outcomes.

Our key aims are to:

- Ensure disadvantaged pupils make consistently good progress across the school and achieve outcomes in line with national averages and year group expectations.
- Accelerate progress for identified disadvantaged pupils through targeted support.
- Deliver high-impact intervention programmes alongside quality first teaching.
- Allocate funding to enhance pupils' school experiences and directly improve their life chances.
- Provide specialist support, including access to Educational Psychologists and external community practitioners.
- Improve attendance and punctuality among identified pupils.
- Enable access to a broad and enriching curriculum offer that builds self-confidence, ambition, and aspirations.
- Support families of disadvantaged pupils to strengthen home-school partnerships.
- Promote positive learning behaviours, mental health and wellbeing by fostering resilience and self-regulation skills.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils struggle with emotional regulation, which impacts their mental health, wellbeing, social relationships and ability to engage effectively with learning.

2	A significant proportion of disadvantaged pupils are affected by safeguarding and welfare concerns, often requiring Early Help or Social Care intervention.
3	Pupils and their families often have limited access to wider personal development opportunities beyond the school environment.
4	There is a persistent gap between school outcomes and national averages in key measures such as GLD, Phonics Screening, Multiplication Tables Check (MTC), and KS2 assessments.
5	Attendance and punctuality remain a concern, with a high percentage of disadvantaged pupils identified as persistently absent.
6	A large number of pupils enter Early Years with underdeveloped language and communication skills, impacting early learning foundations.
7	Many disadvantaged pupils also have Special Educational Needs and Disabilities (SEND), requiring tailored support and provision.

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
Disadvantaged children make at least good progress with English and maths skills depending upon their starting points.	<ul style="list-style-type: none"> Disadvantaged children are tracked carefully by class teachers and leaders. All disadvantaged pupils are provided with maths and English learning activities closely matched to their need. Opportunities for revision and recapping English and maths basic skills are woven into the learning week. All lessons ensure the same high expectations of English and maths skills. PP children read regularly at school and encouraged to do so at home developing good fluency and comprehension skills and a love of reading. (Identified in reading records)
Disadvantaged pupils attain closer to national average outcomes in National Tests, preparing them for the next stage in their education.	<ul style="list-style-type: none"> PP outcomes are in line with non-PP children at both EXS and GDS at KS1 and 2. Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap. Regular pupil progress meetings support the early identification and support of disadvantaged pupils.

<p>School staff and external agencies offer appropriate and timely support to families of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Parents are up to date with information on how to support their child at home, including information about the school's method of reading and how to help their child to learn to read. • Parents feel confident in how to support their pupils learning at home. • Parents regularly attend school and contribute to the life of school, via parent forums and class visits/assemblies. • Our safeguarding team are available to support families where appropriate through a range of in-school and external support.
<p>Disadvantaged pupils with SEND are quickly identified and supported to make good progress from their starting points.</p>	<ul style="list-style-type: none"> • Analysis of data shows that SEND pupils are making accelerated progress from their starting points. • Children and parents are aware of personal targets and have a voice in the assessing and reviewing of these. • External SEND professionals offer specialist advice and support to ensure that disadvantaged children's needs are met. • Adaptive teaching strategies are used to ensure maximum progress for disadvantaged SEND pupils. • EHCPs are in place for children with the most complex needs.
<p>Pupils in the Early Years quickly gain the vocabulary and communication skills to access their learning and the flourish socially.</p>	<ul style="list-style-type: none"> • Baseline assessments in Early Years quickly identify children needing support. • A significant focus on language acquisition and positive interactions within EY. • EY pupils benefit from strategies such as intensive interactions with adults to develop their language and social skills. • Interventions such as WellComm are used to support children with specific difficulties • SEND professionals such as the SCIL team and SALT are deployed effectively to assess and support our most vulnerable pupils.
<p>Disadvantaged pupils have access to a wide range of personal development and extra-curricular activities.</p>	<ul style="list-style-type: none"> • A variety of personal development opportunities are available for all children but particularly disadvantaged pupils. • Trips, visits and hook experiences are woven into the curriculum to ensure that children are exposed to a wider range of experiences. • A range of after-school clubs are available for all children but especially disadvantaged pupils.

	<ul style="list-style-type: none"> Disadvantaged pupils attend all school trips and residential
Disadvantaged children to be able to access whole of school life.	<ul style="list-style-type: none"> Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life Disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school 100% of PP pupils access all school trips and visits planned for their class PP Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Disadvantaged children perform at least in line with their peer group.	<ul style="list-style-type: none"> In all years disadvantaged children attain at least in line with their non disadvantaged peers in R,W,M and combined. Disadvantaged pupils consistently achieve highly in EY, KS1 & KS2 More able disadvantaged pupils in all areas of school make good progress in line with their individual aspirational targets Disadvantaged children receive targeted intervention to accelerate progress. • Intervention records evidence high quality, targeted support SLT and teachers are aware of the attainment, progress and trajectory for pupils
Disadvantaged children attend school regularly.	<ul style="list-style-type: none"> Disadvantaged pupils' attendance is inline or better than non-disadvantaged children nationally Persistence absence for disadvantaged pupils is lower than the national figure Disadvantaged pupils and their parents understand the importance of good attendance and enjoy coming to school Attendance action plans are in place for all identified pupils Bespoke support is provided for disadvantaged families as required
Disadvantaged children demonstrate excellent levels of wellbeing and educational resilience.	<ul style="list-style-type: none"> Disadvantaged pupils consistently have highly positive attitudes and commitment to their education Children who are dysregulated in classrooms are quickly supported to get

	<p>back to the learning zone by highly trained staff.</p> <ul style="list-style-type: none">• Positive mental health and safe relationships are promoted throughout the curriculum and wider school.• Disadvantaged children use the regulation skills which they have been taught.• More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities• Disadvantaged pupils consistently report high levels of wellbeing in school• Monitoring shows that disadvantaged pupils are highly motivated and persistent in the face of difficulties• Disadvantaged pupils make a highly positive, tangible contribution to the life of the school and the wider community• Disadvantaged pupils actively support the wellbeing other pupils• Disadvantaged pupils to recognise online and offline risks to their well-being
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Activity in this academic year 2025-26

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)

Budgeted cost: £39,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English support for teachers and subject leader from external consultants to further develop English curriculum</p> <p>Release time for teachers to attend training sessions</p> <p>Cost of buying sessions with specialist English consultant.</p>	<p>English, particularly writing sequences and planning continues to be a focus in our School Improvement Plan. An external consultant will work with all class teachers to support improvements in planning for writing sequences.</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF</p>	4
<p>Continue to embed Little Wandle Letters and Sounds Revised, a complete systematic synthetic phonics programme, complete teaching scheme and staff CPD package.</p> <p>Work with the English Hub</p> <p>Release of staff to attend face-to-face training and complete online modules.</p>	<p>Research for the OFSTED Framework highlights the point that if pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Education Endowment Foundation – Phonics + 4 months Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 6
<p>CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum.</p> <p>Release of staff to attend training, meetings with professionals with expert colleagues or Trust network meetings</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	4, 7

	https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well	
Recruitment of TA to support most vulnerable SEND pupils in EY to deliver bespoke interventions around PSED and C&I.	Evidence consistently shows that communication and language approaches benefit young children’s learning. Using multiple approaches will support the development of children’s communication and language. Evidence consistently shows that educators can implement approaches that benefit young children’s personal, social and emotional development (PSED). Using multiple approaches together is likely to aid the development of young children’s PSED. There is a growing body of evidence to suggest that individual approaches, such as teaching and modelling managing emotions and maintaining positive relationships can also have a positive impact. https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	1, 4, 6, 7
Further training of staff to support pupils’ emotional wellbeing and resilience through Zones of regulation, Team Teach and through SCIL team delivering input to staff. Release time for staff to attend training	In the EEF Early Years Toolkit, “Self-regulation strategies” (for younger children) are shown as having a positive impact (on average +3 months’ progress) EEF Self-Regulation and Executive Function	1, 2,6

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

Budgeted cost: £69,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of TAs and	One to one tuition and small group work are outlined by the NfER, Ofsted and the Sutton Trust as being effective strategies	4, 7

<p>Teachers to deliver interventions in Phonics, Reading, Writing and Maths</p>	<p>to use. We took note that no specific package, intervention or scheme was mentioned. Our ethos is to ensure our teaching is tailored to the children and so we will look at specific targeted interventions rather than any one product.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	
<p>Small group intervention</p> <p>Employ additional staffing (TA's) to work with under achieving disadvantaged children R-Y6. This will include more able children at risk of underperforming.</p> <p>TTRockstars, booster groups, Phonics interventions EY – Y2, Targeted Maths Support which includes our dis-</p>	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. Taken from the EEF summary of recommendations (Improving Literacy in Key Stage 1).</p> <p>We know that TTRockstars is highly effective in developing and supporting our pupils' fluency.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	<p>4,7</p>

<p>advantaged pupils</p> <p>Resources for these group interventions</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	EEF Teacher Toolkit reports that whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	1, 2, 5
Continued Employment of a Parental Involvement worker / attendance support administrator	<p>EEF's 'Working with Parents to Support Children's Learning' recommends offering more sustained and intensive support where needed. Our family support worker will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,2, 4, 5
Support of an educational psychologist.	<p>Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.</p> <p>Referrals enable full assessment of need to support EHCP applications.</p> <p>Referrals are also made via this route to the SCIL team for full assessment of need for learning and cognition needs.</p>	1, 2, 4, 6, 7

	Cognitive science approaches in the classroom EEF	
<p>Improve and offer a variety of after school clubs beyond those of a sporting nature and provide funded places to our most vulnerable and disadvantaged pupils.</p> <p>Cost of staff running clubs or release time to attend sports festivals</p>	<p>Studies funded by the Nuffield Foundation, found taking part in activities outside the formal school day can play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. Research suggests after-school clubs and sports can improve the academic performance and social skills of disadvantaged primary school pupils.</p>	3
<p>Develop Positive Relational approach across school and develop pupils' self-regulation skills</p> <p>Cost of release time for staff to attend training</p> <p>Cost of resourcing Zones of Reg in classrooms</p> <p>Cost of rewards / incentives</p>	<p>Research suggests that positive relations between pupils and teachers; developing pupils self-regulation and reflective ability helps to embed positive learning behaviours and attitudes. It also reduces incidents of challenging behaviour in the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1670402458</p>	1,7

Total budgeted cost: £ 156,140 (£42,645 above the allocation, funded through other cost areas)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact Commentary: While overall progress was positive, KS2 writing and maths showed slight dips compared to previous years. Analysis indicates that gaps widened for pupils with persistent absence and those with SEND. In response, targeted interventions will be intensified, including additional writing support, boosting groups and maths fluency sessions. Staff will receive further CPD on adaptive teaching strategies to address these gaps.

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

	2024 Outcomes (%)	2025 Outcomes (%)	Context
EYFSP	47	55.6	Improvement of 8%
Phonics Y1	86	61.9	Cohort of 7 23-24 year - one pupil not achieving
Phonics Y2	100	100	Above National
KS1 reading EXS	77	80	4/5 pupils in cohort achieved ARE. Small cohort.
KS1 reading GDS	31	60	Increase of 29% from previous year.
KS1 Maths EXS	72	80	Small cohort. Increase of 8% from previous year
KS1 Maths GDS	22	40	Small cohort. Increase of 18%
KS1 writing EXS	59	40	Cohort of 5 pupils 24-25
KS1 writing GDS	15	0	
Combined KS1 ARE	49	40	

MTC 25+	48	50	Increased by 2% on previous year. Above national
MTC 20+	68	71	Increase of 3 % on last year's outcomes
KS2 Reading EXS	31	39	Improvement on last year. Below national.
KS2 Reading GDS	3	14	11% improvement
KS2 Maths EXS	55	46	
KS2 Maths GDS	6	14	8% improvement
KS2 Writing EXS	69	46	
KS2 Writing GDS	6	7	
KS2 GPS EXS	31	46	Improvement of 15%
KS2 GPS GDS	6	11	Improvement of 5%
KS2 Combined EXS	21	28.6	Improvement on last year. Below national.
KS2 Combined GDS	3	7	Improvement on last year

There is a general picture of improved attendance over the years. Last year's statutory attendance was 93.4% which is similar to comparative schools.

Persistent Absence has reduced from 19.24% to 16.9% in 24-25

Intended outcome	Impact of actions
Disadvantaged children make at least good progress with English and maths skills depending upon their starting points.	Monitoring shows that more lessons ensure the same high expectations of English and maths skills and activities are more closely matched to the children's abilities. PP children read regularly at school and encouraged to do so at home developing good fluency and comprehension skills and a love of reading. (Identified in reading records). KS1 data is more positive showing that more disadvantaged children are attaining ARE or GD Insight assessment data shows that disadvantaged children are making accelerated progress from low starting points.

<p>Disadvantaged children to be able to safely access morning and lunchtime playtimes.</p>	<p>PP children are able to use better regulation strategies to support themselves during lunchtime and playtime. There are less incidents of more challenging behaviour and more children are feeling confident at playtime and lunchtime. Recorded behaviour incidents are declining when compared to 23-24.</p>
<p>Disadvantaged children to have access to a broad and balanced curriculum.</p>	<p>The staff has ensured that all children are able to access a broad and balanced curriculum by developing it to meet the needs of all pupils. The development of the Baildon Glen Curriculum Drivers ensures that the curriculum is increasingly designed to meet the needs of the school community.</p>
<p>Disadvantaged children to be able to access whole of school life.</p>	<p>100% of PP pupils access all school trips and visits planned for their class PP Children are exposed to a wider range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p>
<p>Disadvantaged children perform at least in line with their peer group.</p>	<p>Internal data shows that disadvantaged pupils make at least expected progress in most classes, and in some year groups make exceptional progress from their starting points. Attainment of PP children is generally in line with non PP pupils and in some classes is better.</p>
<p>Disadvantaged children attend school regularly.</p>	<p>Persistence absence is reducing to be nearer the national figure and in line with schools with similar demographics. Attendance action plans are in place for all identified pupils. Bespoke support is provided for disadvantaged families as required.</p>
<p>Disadvantaged children demonstrate excellent levels of wellbeing.</p>	<p>Disadvantaged pupils have improving attitudes and commitment to their education. Children are using their regulation toolkits and are being recognised for this. Children talk positively about the strategies which they have learnt. More able disadvantaged pupils demonstrate a growth mind set and resilience when approaching cognitively challenging activities. Monitoring shows that disadvantaged pupils are more motivated and persistent in the face of difficulties. All PP pupils have access to full school uniform by being provided with vouchers.</p>
<p>Disadvantaged pupils are supported and nurtured at home and parents to be confident in addressing their child's needs.</p>	<p>Parents are up to date with information on how to support their child at home, including information about the school's method of reading and how to help their child to learn to read. More parents regularly attend school and contribute to the life of school, attend assemblies, parents' evenings and events.</p>

	<p>Individual learning support plans in place for identified families as required. Parents and families readily engage with parental support worker to gain support and advice.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Language Nut	Languagenut ltd
Maths Timetables Timetable Rockstars	Maths Circle
Maths Numbots	Maths Circle
Scarf	Coram Education
Beyond the Physical	Beyond the Physical
Charanga Music	Charanga Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our school collaborates with local organisations such as Baildon Town Council and Bradford Libraries to provide enrichment opportunities. Staff development includes ongoing training through the English Hub to refine our phonics and early reading teaching. Other CPD has focused on trauma-informed practice and adaptive teaching, funded partly through partnerships with the local authority. We also maintain strong links with mental health services to support pupil wellbeing such as the EEWP.

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.