



Batley Parish CE Primary Academy

Pupil Premium Strategy

2024 – 2027

Update: Academic Year 2025-2026

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW	
DETAIL	DATA
NUMBER OF PUPILS IN SCHOOL	200
PROPORTION (%) OF PUPIL PREMIUM ELIGIBLE PUPILS	57 children (N-Y6) 28%
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	3 years Autumn 2024 – Autumn 2027
DATE THIS UPDATE WAS PUBLISHED	November 2025
DATE ON WHICH IT WILL BE REVIEWED	July 2026
STATEMENT AUTHORISED BY	Louise Sennett (HT)
PUPIL PREMIUM TEAM	Louise Sennett (HT) Charlotte Somerville
GOVERNOR / TRUSTEE LEAD	

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£75,750
PUPIL PREMIUM FUNDING CARRIED OVER FROM PREVIOUS YEAR	0
TOTAL BUDGET FOR THIS ACADEMIC YEAR (24/25)	£75,750

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Batley Parish CE Primary Academy we use robust assessment strategies, to identify areas for improvement and use individualized approaches to develop attainment in addition to quality first teaching. We believe that nurturing the 'whole child' is fundamental to development and therefore targeted intervention can include, but not be exclusive to, social and emotional development; academic support either 1:1 or in small groups; personalized amendments; additional curriculum opportunities and engagement with parents.

At Batley Parish CE Primary Academy our Pupil Premium funding is closely aligned to data. We carefully examine areas for improvement to then design and implement effective additional support. We have high expectations so that disadvantaged children have at least the same academic outcomes as non-disadvantaged children with similar starting points. Although there is a specific focus on core areas of reading, writing, phonics and maths, targeted support is not limited to these areas and can be directly amended for individual children's needs. All children receive high-quality teaching which encourages and promotes challenge.

At Batley Parish CE Primary Academy our intention, irrespective of background or individual need, is that children will demonstrate a willingness to further their knowledge and understanding, and that our responsibility is to ensure that a platform is provided to enable this to happen so that children can seek and realise improvement.

As a Church of England School children are provided with daily worship and embedded core values that provide a solid understanding of developing character. Our intention is that children who attend Batley Parish CE Primary School leave as well-rounded children equipped for the challenges that their future life may provide.

Supporting individual skills, talents and interests through a varied, vibrant and engaging wider curriculum allows all children, irrespective of background, to access a wide range of subject areas. Through skilled practitioners, subject matter can be carefully and intentionally designed to enable children to flourish in a variety of subject areas. One aim of the pupil premium strategy is to ensure that all opportunities are provided to every child and that background challenges do not present a barrier to such circumstances.

Additional agencies and support may be used to further enhance development for a child or family helping to improve outcomes. Through thorough monitoring, for example attendance data, we can help to support families to reduce barriers. External agencies and pathways such as Early Help support, can help to engage and improve family situations which can lead to further and sustained improvements.

At Batley Parish CE Primary Academy we believe that improvement is limitless. The strategies that we deploy, are rooted in proven Educational research, such as recommendations by the Education Endowment Foundation. This enables children, irrespective of ability, starting position or background, to aspire and achieve.

CHALLENGES

(This details the key challenges to achievement that we have identified among our disadvantaged children).

Challenge Number	Detail of Challenge
1	<p>Attendance:</p> <p>Data states that the attendance of disadvantaged children is below national and local authority percentages. 35% of disadvantaged children are persistently absent. 'Broken weeks' and lateness result in children missing parts of their education.</p>
2	<p>School readiness:</p> <p>Data states that some of our disadvantaged children have greater attainment gaps and reduced starting points particularly in the areas of word reading, writing and number.</p>
3	<p>Wellbeing and Social, Emotional & Mental Health:</p> <p>A small group of children find the regulation of emotion a challenge. There is an increasing number of children with SEMH needs across school. Many of these children find it difficult to sustain their concentration throughout the entirety of the day and require amendments to access such parts of the curriculum.</p>
4	<p>Attainment and outcomes:</p> <p>Data demonstrates that non-disadvantaged children achieve better attainment in most areas than disadvantaged children. The area of greatest need differs across year groups but in some cases highlights a significant gap in attainment.</p>
5	<p>Personal Development:</p> <p>Many of our children, including those who are disadvantaged, have limited opportunities for wider experiences, so there is a need to enhance the curriculum offer with educational visits and in-school experiences.</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).

Intended Outcomes	Success Criteria
<p>Attendance</p> <p>Disadvantaged children attend on time, every day, at a consistent level with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> - Attendance of disadvantaged children is in-line with all other children. - There is a reduction in the percentage of disadvantaged children who are classed as Persistently Absent (PA). - Lateness data decreases - The impact of incentives can be seen; pupil voice demonstrates that they feel rewards are relevant and supportive; they help children to understand the importance of regular attendance and improved punctuality. - Referrals and outside agencies have increase involvement, when relevant, to provide external support.
<p>School readiness</p> <p>Early years data demonstrates that attainment gaps between disadvantaged and non-disadvantaged decreases.</p>	<ul style="list-style-type: none"> - Word reading, writing and number attainment for disadvantaged children increases to be, at least in line, with national levels - Specific targeted children progress attainment over the course of the year in areas of need (highlighted by internal assessment)
<p>Wellbeing and social, emotional & mental health</p> <p>Children who are disadvantaged have a SEMH need to develop a range of strategies that help to independently regulate emotionally more frequently</p>	<ul style="list-style-type: none"> - Children, particularly those that are disadvantaged, develop a repertoire of strategies and techniques to improve their understanding of SEMH needs - Children, particularly those that are disadvantaged, independently regulate emotions and can articulate the importance of mental health - Parents receive support for their own mental health and wellbeing as needed
<p>Attainment and Outcomes</p> <p>Disadvantaged children decrease the attainment gap in specific areas of the core curriculum to children that are non-disadvantaged</p>	<ul style="list-style-type: none"> - Year 1: Assessment show that there is improved attainment in reading, writing and number for disadvantaged children so that more disadvantaged children are working at the expected levels - Year 2: Assessment demonstrates that attainment is significantly increased in writing for disadvantaged children so that more children are working at expected levels - Year 3: Assessment shows that there is a significant increase in attainment in reading and maths for disadvantaged children so that more children are working at expected levels

	<ul style="list-style-type: none"> - Year 4: Assessment demonstrates that attainment has significantly increased in writing for disadvantaged children so that more children are working at expected levels - Year 5: Assessment demonstrates that attainment has significantly increased in reading and writing for disadvantaged children so that more children are working at expected levels - Year 6: Assessment shows that Improved attainment in reading for disadvantaged children so that more children are working at expected levels - National targets are met in Y1 PSC, Y2 SATs, Y4 MTC and Y6 SATs for disadvantaged and non-disadvantaged pupils.
<p>Personal development:</p> <p>To ensure our disadvantaged children are provided with a range of wider opportunities and experiences to broaden horizons and raise aspirations.</p>	<ul style="list-style-type: none"> - All disadvantaged children across school partake in trips, experiences and wider opportunities provided. - Disadvantaged children are able to discuss the different wider opportunities and experiences that they have had.

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)		
Budgeted cost:	£31835	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistency of teaching of early reading and phonics. Package of CPD purchased for whole school training and online portal (including Fresh Start in KS2).	Access to online RWI portal for all staff and parents. Continuation of staff CPD for delivery of Read Write Inc supporting phonics development through school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4
Employment of an Early Reading Leader to lead on Phonics & ER; supporting staff CPD and offering additional phonics sessions to target all pupils, including disadvantaged. (Deployment of the Head of School for an	Weekly CPD sessions (RWI Team Practice) with all RWI staff. Individual staff coaching when needed. Planned delivery of daily phonics session with Reading Leader for specific targeted children across KS1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4

hour and a half each week to release the Early Reading Leader)		
Development of 'My Happy Mind' sessions	Weekly taught 'My Happy Session' to provide all children with a greater understanding of SMEH difficulties, needs and techniques to improve mental health. https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	3
Deliver highly effective CPD to further improve the quality of the teaching across the school. Cover required for subject leaders to access network meetings (1 member of staff roughly each week for an afternoon)	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)	4
Purchase of Number Sense to develop times table fluency across LKS2. TTRS subscription to continue.	Y3 and Y4 teachers to attend training in autumn term, ready to launch in spring term of Y3. NSM Impact Report 2024.pdf	4
All staff participate in Jigsaw White Rose maths training to further develop teaching of maths for those children at the early stages of their learning in maths	Staff attend training sessions, both as twilights and in school sessions. Children make accelerated progress compared with their rate of progress before the teaching program. Reception Jigsaw - trial EEF	4
Specialist subject leader CPD sessions through Enhance Network sessions, leading to improved teaching and learning	Subject leaders attending CPD sessions, led by specialists, to then feedback practice and therefore improve the teaching and learning offer https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4
Employment of an experienced Assistant Headteacher to carry out the role of English and Science leading to improved teaching and learning, and also support learning throughout the wider curriculum	Additional staff member employed to help develop the subjects of English and Science through frequent monitoring and teacher support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	4
Continue to embed the reading fluency approach throughout school, following guidance from the local	Reading fluency is the ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.	4

English Hub (Jerry Clay support / Read Write Inc subscription)	<p>It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text.</p> <p>Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	
Continued subscription to a range of schemes to enhance the curriculum: Kapow; White Rose; Primary Language Network; Get Set 4 PE; Complete Comprehension #	<p>Subscriptions to a wide variety of schemes to provide a visual and supportive element to further improve teaching and learning</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	4, 2
Taught sessions of Music lessons by specialist (Musica subscription)	<p>Taught specialist music lessons for Years 5 and 6 providing opportunities for all, in these year groups, including disadvantaged children, to access wider curriculum opportunities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	4, 5
Taught sessions of handwriting	<p>To improve letter formation, size and orientation ensuring a greater consistency of writing presentation.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</p>	4
Purchase a new spelling scheme	<p>To improve spelling so that children can write quickly, fluently and accurately</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4

TARGETED ACADEMIC SUPPORT

(For example, tutoring, one-to-one support, structured interventions)

Budgeted cost:	£7265	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention sessions for KS2 children	<p>Three members of staff (HT, AHT, Y6 T) to carry out weekly sessions for Year 6 children (half an hour each week) to develop their understanding in core areas of learning, specifically mathematics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4

ELSA session to further develop SEMH needs	A number of specialised sessions to target children using the skill set of trained staff, who access termly ELSA CPD, to develop the targeted children's understanding of mental health https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing	4, 2
Phonics intervention for children requiring additional early reading support	Small group (1:6) of children accessing additional phonics support led by: Year 1: Cover supervisor each day for half an hour x 2 Reception: ETA each day for half an hour x 2 Year 2 and 3: ETA twice a week for half an hour x 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4, 2
Specific and targeted intervention for additional needs	Interventions across school including subscriptions to the following: Boxhall Profile to assess SEMH needs and Nessy screening for Dyslexia. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4, 5
Employment of a Nursery ETA to provide additional speech and language support (Two afternoons of ETA support)	Nursery ETA supports the speech and language acquisition of children in Year 1 and 2. https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/	2, 4
Employment of a Trust Educational Psychologist.	'Improving Social and Emotional Learning in Primary Schools' stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Social and Emotional Learning in Primary Schools - EEF (educationendowmentfoundation.org.uk)	3, 4, 5

WIDER STRATEGIES

(For example, related to attendance, behaviour, wellbeing)

Budgeted cost:	£36,650	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Redefined role of a safeguarding, inclusion, pastoral and attendance officer	Pastoral records demonstrate that regular targeted support for pupils with issues (linked to engagement, behaviour, attendance, safeguarding and SEMH) show improvements in pupil attitudes, engagement and performance and has a positive impact on them as individuals.	1, 3, 5

	<p>An essential role of the Pastoral Team is the work done with parents in order to involve them more in their children’s learning. This is particularly important for our families experiencing crisis.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Subsidised funding for trips, experiences, visitors and residential.	<p>Many of the children in our community have limited chances to access experiences outside of their own. To enable disadvantaged children to have a full understanding of the curriculum, they will take part in half-termly experiences with their class – they may either go out on a visit or have a visitor come into school. PP funding will be used to subsidise these experiences to make it affordable for parents.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
Employment of a Trust EWO and purchasing of resources for attendance rewards and incentives.	<p>National data illustrates that children with lower attendance do not perform as well at school as those children with higher attendance. Tracking and monitoring attendance allows school leaders to identify patterns and take action in a timely manner.</p> <p>Incentives and rewards will continue to be used (and updated) to demonstrate to children and families the value of good attendance.</p> <p>Attendance interventions rapid evidence assessment EEF</p>	1
Subsidised payments for Breakfast Club provision	<p>Children to access Breakfast Club for a reduced price allowing the access to an earlier start, use of games / activities and breakfast.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</p>	1, 3, 5
Contingency fund for acute issues.	<p>Some funding/resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.</p>	1, 2, 3, 4, 5

TOTAL BUDGETED COST:	£75 750
-----------------------------	---------

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED CHILDREN

- 1. Assessments, observations and discussions with staff and pupils has identified opportunities for disadvantaged children to read to an adult at home are more limited, therefore reading attainment to be improved by the end of the year in all year groups.**

All National figures below relate to the similar group nationally (2025 results)

Year 1 Phonics (PP)	Phonics			Phonics National		
	67%			67%		
Year 6 (PP)	Reading	Reading National	Writing	Writing National	Maths	Maths National
	83%	61%	83%	59%	83%	59%

Y1 PSC

- 6 PP pupils
- 4 PP pupils passed the PSC

Y6 SATs

- 5 PP pupils passed the Y6 SATs papers

Reading attainment

Year Group	FSM (% of disadvantaged children)	Non-FSM (% of nondisadvantaged)
1	43%	50%
2	70%	56%
3	50%	50%
4	38%	55%
5	50%	50%
6	50%	75%

Commentary

- The attainment gap in some year groups is closing, and in some cases has surpassed Non-FSM attainment. Careful year group analysis needs to be applied to target specific disadvantaged children to make further improvement.

2. To improve attainment in writing, for all pupils, including disadvantaged pupils by the end of KS1 and KS2.

Summative data 2025 - 2026

Year Group	FSM	Non-FSM
2 (10 chn)	35%	38%
3 (10 chn)	40%	44%
4 (7 chn)	28%	45%
5 (8 chn)	38%	36%
6 (12 chn)	16%	40%

Commentary

The gap is closing between the percentage of FSM children who achieved the expected standard for their year group and the percentage of non FSM children who achieved expected standard. There is a great deal of variation between cohorts and is being addressed as a school wide issue in addition to a PP concern.

3. To improve the opportunities for disadvantaged children

Commentary

There is a trip for each year group which are subsidized for FSM children and targeted sporting opportunities throughout the year. Year 5 and 6 have subsidies available for the residential stays. Musical instrument opportunities are provided by the school, including whole class instrument playing and individual lessons.

4. To improve the well-being of disadvantaged children so that they can regulate their social, emotional and mental health needs better so that their academic progress is not impacted upon

Commentary

- Mental Health Awareness is continuing to be developed within school through the use of celebrating national events, awareness of external agency support, the use of daily support through 'My Happy Mind' providing techniques and strategies that children can use and targeted intervention through ELSA sessions.

5. To improve the attendance of FSM children so that it is at least in line with national expected levels

21% of the FSM children are persistently absent; the school persistent absence figure is 22% compared to the national average of 19%. Attendance is a whole school target in addition to a PP concern

Commentary

- Attendance of FSM children is below National expected levels. Office realignment, increased parental meetings and greater awareness needs to be established.

EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI Phonics	Ruth Miskin
White Rose Maths	White Rose Maths
My Happy Mind	NHS
ELSA	ELSA network
Learning by Questions	Learning by Questions
T T Rockstars	Maths Circle
Kapow	Kapow
Boxhall	Boxhall Assessment
Nessy screening	Nessy

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?	N/A
What was the impact of that spending on service pupil premium eligible children?	N/A

