

Bampton CE Primary School Pupil premium strategy statement September 2026

This statement details our school's use of pupil premium for the 2026 to 2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bampton CE Primary School and Nursery
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027 Next Review: September 2028
Statement authorised by	Carol Phillips, Headteacher
Pupil premium lead	Carol Phillips, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,148
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	£44,148

Part A: Pupil premium strategy plan

Statement of intent

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

Challenges

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

Challenge number	Detail of challenge
1	Ensuring the percentage of PPG pupils making at least expected progress is in line with non- PPG peers in core subjects; Reading, Writing, Maths
2	Ensuring percentages of PPG pupils working at or above expected in core subjects (Reading, Writing and Maths) is in line with percentages of non PPG peers.
3	Developing effective learning behaviours and support emotional self -regulation to reduce lost learning time.
4	Reduce the percentage of PPG persistent absentees

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
Increase the percentage of PPG pupils making at least expected progress each academic year <i>and better than expected progress</i> (added Sept 2026)	- Intervention records demonstrate PP children identified for targeted catch up support in core subjects. - Assessment and tracking show these children making accelerated progress in these subjects. - Data analysis demonstrates the attainment and progress of PP children is in line with or better than their non-PP peers.
Increase the percentage of PPG pupils working in line with ARE at the end of each academic year	- Intervention records demonstrate PP children identified for targeted catch up support in core subjects - Assessment and tracking show these children making accelerated progress in these subjects. - Data analysis demonstrates the gap is closing between PP and non- PP children.
Develop effective learning behaviours and support emotional self -regulation.	- Reduction in lost learning time through dysregulation resulting in improved outcomes for PP children. - Improved learning behaviours leading to quieter and more focussed inclusive classroom environments.
Improve attendance for PPG children.	Reduction in missed learning time leading to improved outcomes and progress.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Teaching partner to provide RWI Tutoring provided 3 x per week to ensure all children keep up and to address areas of weakness	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and fluency by end of KS1 Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Retain a full-time qualified ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fast track tutoring provision in EYFS, KS1 and KS2 as required	https://global.oup.com/education/content/primary/series/rwi/case-studies/?region=uk	1,2
Literacy Gold online intervention programme	Literacy Gold's Impact	1,2
Interventions with ELSA (see above) to emotional regulation, services children and attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 5 Foundations approach to robust monitoring and action planning to improve attendance of children eligible for PPG	https://www.gov.uk/government/publications/link-between-attendance-and-attainment	4

Total budgeted cost:**Part B: Review of outcomes in the previous academic year****Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Attainment of pupils with PP:
 KS2 combined 63% - similar to last year
 MTC 29% - drop from last year
 PSC 33% - drop from last year
 GLD 80%- increase from last year

Since end of year 2024 only 10% of PPG children did not make at least expected progress from their starting points in Reading, Writing and Maths. In reading 13% made better than expected progress, in writing 17% and in maths 3%

60% of PP children had good or better attendance (95-100%)
School attendance percentage 92.8% National 94.7% LA 94.9%

PPG

Forces

LAC