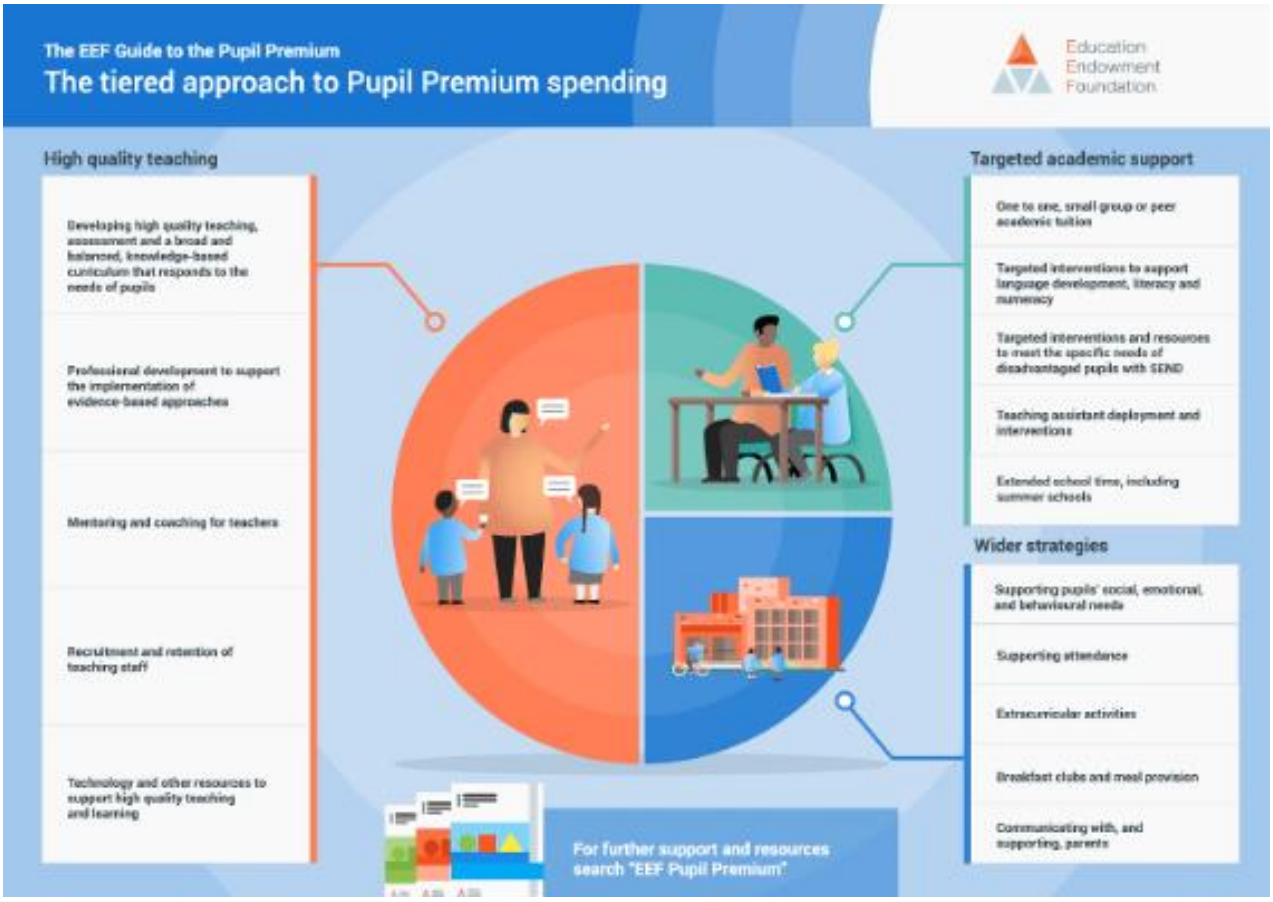
Bathwick St Mary Church School Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.



Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



School overview

Total number of pupils in school	**218 September 25**
Proportion of disadvantaged pupils	**17 (July2025)** **15 (at census point, October 2024) excluding reception class**
Proportion of disadvantaged pupils who have SEND	7/15 (46.67%) October 2025
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2024-2027) Current year 2025-2026
Publish date	October 31st 2025
Review date	Working document- July 2026
Statement authorised by	Mr. Kevin Purkiss- Headteacher Mr. Richard Price and Dr. Marina de Vos- Co-chairs of Governors
Pupil Premium lead	Mrs. Ally Elliott
Governor lead	Mrs Elaine Morley

Funding Overview for 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£21210
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	**£21210**

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years (2024 -2027)

'Achieving excellence through the pursuit of good'. This will be achieved by:

Our Mission- Bathwick is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an inspiring education rooted in core Christian Values, we challenge and support our children to reach their full potential and become compassionate, courageous individuals. Out creative and rich curriculum and committed staff promote a lifelong learning, encouraging children to become caring and confident advocates for others and our world.

Our Christian Values- Values help define our character and ethos and by doing so affect our behaviour, beliefs and actions. Bathwick St. Mary Church School's Christian Values are represented by six words that give purpose, direction and a firm grounding in all we seek to do.



Our Vision- Bathwick St. Mary Church School's vision is built upon our Christian Values and complements and enhances our mission. We aim to nurture every child to be the best they can be and by each member of our community striving to do their best.

Key Objectives for our disadvantaged pupils:

- To have access to equal opportunities in relation to their peers.
- To feel safe and listened to in school.
- To have access to a rich and creative curriculum.
- To be supported to develop effective working relationships with key adults across the school and their peers.
- To be inspired to achieve the best that they can. For all staff to have high expectations for all pupils.
- To be supported on their individual learning journey.
- To have access to support or strategies that have been rooted in research and have proven to be effective to ensure pupils make expected progress.
- To be able to engage effectively with families and pupils so that a child's learning journey is supported by all.

Please see EEF research link here : https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833

Challenges

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

Challenge	Detail of challenge
1	To ensure phonics and comprehension teaching is consistent and ALL pupils make progress in line with their peers.
2	To ensure PP children develop a stamina for writing and make progress alongside their peers from their starting point. These children also need to embed core spelling (in line with RWI) and grammar skills to make accelerated progress in writing. This is in line with our 3 year long term Curriculum and Outcomes target.
3	To ensure that high-quality teaching is embedded across the school linked to Rosenshine's Principles and Walk Thrus. Teachers reported that some children were unable to retain key facts for long periods of time and could not connect aspects of subjects together sequentially.

	This is linked to our 2025-2026 SDP priorities around curriculum and adaptive teaching and in line with our 5-year development plan for curriculum development. It is also linked to the 2 year MAT CPD 'bringing teaching alive'.
4	To ensure that maths teaching is high quality and consistent and ALL children make progress in line with their peers, in line with our SDP priority for 2025/26
5	Some pupil premium pupils may not benefit from consistent support at home due to limited parental engagement. Some pupil premium children may have limited access to enrichment opportunities
6	Some children in receipt of PP funding have additional social and emotional wellbeing needs and face challenges with emotional regulation and mental health 5 children with PP receiving Thrive support across the school (October 2025)

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.

Challenge	Intended outcome	Success criteria
1	<u>Teaching and learning</u> In EYFS 100% of children with PP funding to be in line with the expectations for RWI. (if there are any) In Year 1 phonics check, 100% of children with PP funding to PASS the check in 2025. (2 children) Ensure all Pupil Premium pupils receive consistently high-quality teaching and targeted support to make accelerated progress. Foster a love of reading and increase the frequency and quality of reading at home among Pupil Premium pupils.	-Children to meet the age-related expectations in phonics. -Children to be in line with the RWI expectations for reading, identified through regular assessments by the RWI lead. -Children to make at least expected progress in reading. -Phonic assessment and observation to show that teaching of phonics is consistent across the school and well taught. Pupil voice shows an improved love of reading
2	<u>Teaching and learning</u> Across the school, to ensure that those children with PP funding (who are not SEN for cognition and learning) achieve the 'expected standard' in writing by the end of the year. Therefore, 65% to be EXS, omitting EYFS. Children who are SEN and PP have interventions/support and high-quality teaching in place that will have an impact in progress at their level of need. In EYFS, 100% of pupils with PP funding (if there are any) to meet a 'Good level of development' and to have 'learnt' the Early Learning Goal' in writing.	-The impact of High-quality teaching to be evident through learning walks and assessment. -Children to acquire core spelling and grammar skills through over teaching and revisiting key concepts. -Moderation to ensure individuals have been supported to make progress. -Pupil progress meetings to ensure PP children are 'spotlight' children.

3	<u>Teaching and learning and curriculum</u> Through high-quality teaching, 65% of PP children will 'learn' the curriculum and retain key knowledge across the foundation subjects. Ensure all Pupil Premium pupils receive consistently high-quality teaching and targeted support to make accelerated progress	-Foundation assessments will indicate progress. -Embedding high-quality teaching will have an impact for ALL children. Develop high quality teaching, assessment and a broad and balanced, knowledge- based curriculum that responds to the needs of all pupils -Through pupil questionnaires and conferences, children reflect on their improved understanding and share their knowledge acquired.
4	<u>Teaching and learning</u> Across the school, to ensure that those children with PP funding (who are not SEN for cognition and learning) achieve the 'expected standard' in maths by the end of the year. Therefore, 65% to be EXS, omitting EYFS. Children who are SEN and PP have interventions/support and high quality teaching in place that will have an impact in progress at their level of need. In EYFS, 100% of pupils with PP funding to meet a 'Good level of development' and to have 'learnt' the Early Learning Goal' in maths (if there are any) To continue to develop mathematics teaching and learning across the school and to support teachers to adapt the learning through high quality teaching to meet the needs of the pupils.	-Embedding high-quality teaching will have an impact for ALL children. -Moderation to ensure individuals have been supported to make progress. -Pupil progress meetings to ensure PP children are 'spotlight' children. -The impact of High-quality teaching to be evident through learning walks and assessment. -End of Key Stage 2 results will show progress for PP children in Maths. -Children continue to make progress, formative and summative assessments. -Children participate more confidently in daily maths lessons and show a greater confidence in the use of oracy.
5	<u>Parental engagement and enrichment</u> Ensure all (Pupil Premium) pupils can access a wide range of enrichment activities. Build strong, trusting relationships with families and equip them to support their children's learning. Fully implement the attendance policy and where relevant other methods of support and intervention so that pupils are in school every day.	Improved attendance across the school year. -Good communication and support between the school and home. All pupils have a curriculum which is inclusive and enriching.
6	<u>SEMH</u> All children across the school are 'Thrive' assessed as a class and progress is seen clearly in the assessments for these pupils. Individual support as needed for specific pupils to support SEMH needs show progress. Pupils show wellbeing is improved through pupil voice, surveys, exit surveys, safeguarding	Behaviour and wellbeing is reported as improving across the school. School is a safe, supportive, and inclusive environment for (Pupil Premium) pupils with SEMH needs. Consistent routines, and positive behaviour strategies and language are used by all staff.

	interviews, teacher observations, intervention data.	Positive behaviour policy in place, linked to PACE and trauma informed approaches which is used consistently by all staff.

Activity in this academic year 2025-2026

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: £13500 September 2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure new members of staff have received relevant training in the Read, Write Inc. Program. Ensure all staff continue to deliver high-quality phonics lessons to all pupils, identified through on-going formative and summative assessment. Continue to enhance the range of high-quality texts accessible to pupils in Key Stage 2. Structured whole class shared reading using high-quality texts.	EEF evidence: • Phonics focus + 5 months • Oral language intervention +6 months • Parental involvement +4 months EEF evidence: • Phonics focus + 5 months • Oral language intervention +6 months • Parental involvement +4 months EEF evidence: • Linked to reading comprehension strategies +6 months • Promote reading for pleasure through whole-class reading sessions and book talk (DfE – Research Evidence on Reading for Pleasure (2012)) • Highlight staff and pupil reading role models to normalise and value reading. (EEF – The Guide to the Pupil Premium (2024))	1,2,3
To ensure high-quality teaching is delivered across the school through rigorous training and coaching linked to current pedagogy. Professional development is used to support the implementation of evidence-based approaches	• Flourishing people performance management project • PINS project • Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice (High Quality Teaching - EEF). • Attend whole Trust 'Bringing Teaching Alive CPD' and plan school time to embed and monitor approaches using Trust lesson	1,2,3,4,5,6

Leading teacher, Maths and English leaders to check consistency and monitor impact of high quality teaching. To monitor with SENDCO any additional interventions for PP/lowest 20%.	'drop-in' monitoring spreadsheet Purchase Step Lab to support coaching, teacher development and learning (approx. cost £75 per teacher) (Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020) • Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported. (Supporting the attainment of disadvantaged pupils: Briefing for school leaders" (DfE & NFER, • Monitor via lesson drop-ins and PPM meetings - Promote a culture of high expectations and inclusive practice across all classrooms. (Implementing Inclusive Education DFE 2018) • Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported. (Supporting the attainment of disadvantaged pupils: Briefing for school leaders" (DfE & NFER, 2015) Monitor via lesson drop-ins and PPM meetings • Promote a culture of high expectations and inclusive practice across all classrooms. (Implementing Inclusive Education DFE 2018)	
To ensure all pupils can access a wide range of enrichment activities. To ensure that relationships with parents are strong and parents are provided with ways to support their child' learning.	• curriculum overviews and learning goals with families in accessible formats. Use AI to support making these accessible (EEF – The Guide to the Pupil Premium (2024) • Encourage teachers to communicate regularly with parents about progress, strengths, and next steps. Consider Using text messages to communicate (Arbor) (EEF Supporting School Attendance 2024)) • Use pupil voice to identify how home support influences learning and adapt teaching accordingly. (Chartered College of Teaching – Pupil Voice and Agency Toolkit)) • Provide staff CPD on effective parental engagement strategies and inclusive communication. Consider using PFSA's to deliver this (EEF Teaching and Learning Toolkit 2025)	5
To use the Thrive approach across the	• Promote a culture of high expectations and inclusive practice	6

school to embed Christian values, British values and a culture of high expectations	across all classrooms. (Implementing Inclusive Education DFE 2018) • Design and embed instructional and behavioural routines across the school as part of our vision and values and SDP for 2025 2026 (DfE – Improving behaviour in schools (2024)) • Use consistent routines, positive behaviour strategies, and emotionally literate language in all classrooms. (Education Endowment Foundation (EEF) – Improving Behaviour in Schools 2021))	

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £5,910 September 2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to deliver targeted interventions which have been researched tested to have a positive impact on teaching and learning within an APDR cycle.	• Implement structured, evidence-based interventions in reading, writing, and maths (e.g. phonics catch-up, small group tuition). (EEF Teaching and Learning Toolkit 2025) • Use diagnostic assessments to identify gaps and tailor support accordingly. (EEF Teaching and Learning Toolkit 2025) • Deploy skilled teaching assistants to deliver targeted support, consider pre-teaching and recap for key pupils using teachers/highly skilled TA's.(EEF Making the Best Use of Teaching Assistants) • Monitor and evaluate the impact of interventions regularly, adjusting as needed to maximise effectiveness. • Track reading frequency and engagement through diaries and pupil voice surveys to identify those	1,2,3,4

	needing further support. (DfE – The Reading Framework: Teaching the Foundations of Literacy (2021))	
To ensure pupil and parent voice is captured effectively and parents are engaged with their child's learning through effective communication and workshops	• Offer parent workshops and other informal events linked to key interventions (e.g. phonics, maths fluency, reading strategies)(EEF – Parental Engagement Guidance (2021)) Education Endowment Foundation (EEF) – Building a Culture of Belonging • Provide simple, practical resources for use at home, aligned with school-based interventions. (EEF – The Guide to the Pupil Premium (2024)) • Involve parents in setting and reviewing learning targets for their child. (EEF – Working with parents ro support Children's Learning (2021))(EEF Teaching and Learning Toolkit (2021)) • Celebrate achievements in assemblies and displays to raise the profile of reading. (DfE – The Reading Framework: Teaching the Foundations of Literacy (2021)) Celebrate parental involvement through newsletters, awards, and community recognition.(Education Endowment Foundation (EEF) – Working with Parents to Support Children's Learning (2021)) • Share curriculum overviews and learning goals with families in accessible formats. Use AI to support making these accessible (EEF – The Guide to the Pupil Premium (2024)) • Use multiple communication channels (texts, apps, translated materials) to reach all families.(Education Endowment Foundation (EEF) – Pupil Premium Guide (2024)	5
Create a safe, supportive, and inclusive environment for (Pupil Premium) pupils with SEMH needs through	• Encourage teachers to communicate regularly with parents about progress, strengths, and next steps.	6

CPD on trauma approaches and Thrive as well as PINS project.	Consider Using text messages to communicate (Arbor) (EEF Supporting School Attendance 2024) • Use pupil voice to identify how home support influences learning and adapt teaching accordingly. (Chartered College of Teaching – Pupil Voice and Agency Toolkit))	

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £1,800 : September 2025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expose PP and vulnerable children to memorable experiences and opportunities, offering financial support and encouragement/advice when needed.	• Subsidise or fully fund trips, clubs, music lessons, and residentials for Pupil Premium pupils. (EEF – The Guide to the Pupil Premium (2024)) • Promote inclusive participation through targeted communication and family engagement.(Education Endowment Foundation (EEF) – Parental Engagement Toolkit (2025))	1,2,3,4,5, 6
Support pupils' social, emotional, and behavioural needs Ensure pupils attend school regularly.	• Provide access to safe spaces (e.g. nurture rooms, sensory areas) and structured break/lunch support. Use funding to develop this provision (OFSTED – Positive environments where children can flourish (2021)) - Celebrate emotional growth and positive behaviour through recognition systems and pupil leadership roles. • Track PP pupil participation and engagement to ensure equity(DfE Further guidance and resources for supporting behaviour in schools (2024)) • Implement a behaviour curriculum, driven by routines, consistency and predictability that focuses on	6

	relational language and praise (DfE – Improving behaviour in schools (2024)) • Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy (DFE Working Together to Improve School Attendance 2024)	

Total budgeted cost: £*13500 + £5910+ £1,800= £21210 costs- September 2025*

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress

1b. Vulnerable Groups Summary (2025) *Bathwick St Mary Church School*

		EYFSP GLD	YR1 32+	KS1 (Expected +) Reading	Writing	Maths	MTC 20+	KS2 (Expected +) Reading	Writing	Maths
England average (All pupils):		Eng: 68%	Eng: 80%	-	-	-	2024 Eng: 67%	Eng: 75%	Eng: 72%	Eng: 74%
All Pupils	All	70% (30)	90% (30)	77% (30)	63% (30)	77% (30)	79% (34)	82% (34)	65% (34)	85% (34)
Gender	Female	78% (18)	93% (14)	81% (16)	63% (16)	75% (16)	75% (16)	78% (23)	70% (23)	83% (23)
	Male	58% (12)	88% (16)	71% (14)	64% (14)	79% (14)	83% (18)	91% (11)	55% (11)	91% (11)
Disadv.	Disadvantaged			50% (4)	50% (4)	50% (4)		67% (3)	33% (3)	67% (3)
	Other	72% (29)	100% (26)	81% (26)	65% (26)	81% (26)	84% (32)	87% (30)	70% (30)	90% (30)
Term Born	Autumn	88% (8)	100% (9)				90% (10)	92% (12)	75% (12)	92% (12)
	Spring	75% (12)	100% (11)				80% (10)	90% (10)	70% (10)	80% (10)
	Summer	56% (9)	86% (7)				71% (14)	73% (11)	55% (11)	91% (11)
Language	English	89% (18)	95% (22)	72% (18)	50% (18)	72% (18)	78% (18)	86% (22)	59% (22)	82% (22)
	Not English	45% (11)	100% (5)	83% (12)	83% (12)	83% (12)	81% (16)	82% (11)	82% (11)	100% (11)
SEN	No SEN	79% (24)	95% (22)	91% (22)	82% (22)	86% (22)	89% (28)	96% (23)	83% (23)	91% (23)
	SEN Support	50% (4)	100% (4)	60% (5)	20% (5)	60% (5)	50% (4)	86% (7)	43% (7)	71% (7)
	EHCP			0% (3)	0% (3)	33% (3)		0% (3)	0% (3)	100% (3)
Ethnic Group	Asian	67% (3)	100% (3)					67% (3)	67% (3)	100% (3)
	Mixed	50% (4)		71% (7)	71% (7)	71% (7)	100% (4)	100% (6)	100% (6)	100% (6)
	White	77% (22)	95% (22)	75% (20)	55% (20)	75% (20)	73% (26)	82% (22)	55% (22)	82% (22)

This analysis shows the percentage of pupils achieving the expected standard for each pupil group at Bathwick St Mary Church School. Only groups with at least 3 pupils are shown. Groups of under 5 pupils are shown in grey. Numbers of pupils in each group are given in brackets. The colour coding is based on the group difference to the England average for all pupils (see the key to the right).

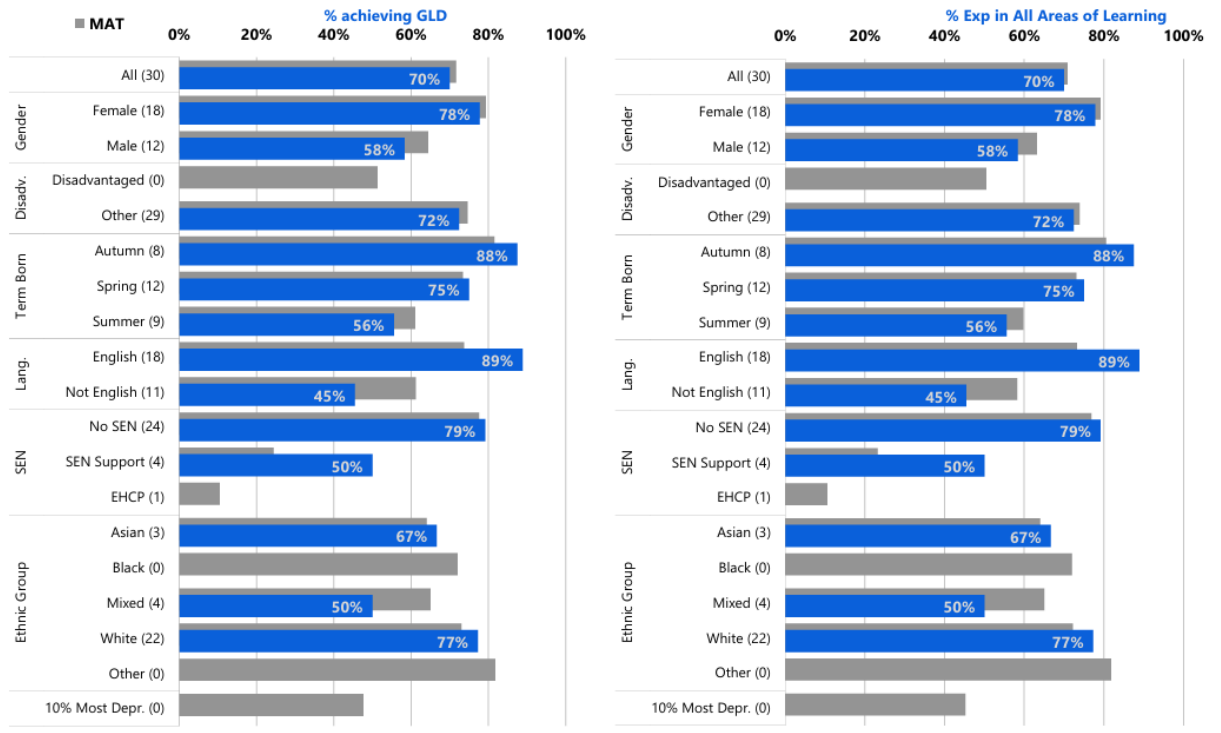
>3* above Eng.
>1* above Eng.
>1* below Eng.
>3* below Eng.

*Number of pupils (see page 4 for explanation)

1c. Early Years Foundation Stage Profile (2025)

Bathwick St Mary Church School

iii) Vulnerable Groups Analysis - % achieving GLD and % at Expectation in All Areas of Learning



1c. Early Years Foundation Stage Profile (2025)

Bathwick St Mary Church School

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (1)

Key to shading:
*Number of pupils (see page 4 for explanation)

- >3* above All pupils
- >1* above All pupils
- >1* below All pupils
- >3* below All pupils

		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
	All	30	80%	80%	87%	83%	93%	90%	100%	83%	83%	77%	80%	80%	80%	80%	83%	93%	93%
Gender	Female	18	89%	89%	89%	89%	94%	94%	100%	89%	83%	78%	78%	78%	89%	89%	89%	94%	94%
	Male	12	67%	67%	83%	75%	92%	83%	100%	75%	83%	75%	83%	83%	67%	67%	75%	92%	92%
	Gap (Male - Female)		-22%	-22%	-6%	-14%	-2%	-11%	-	-14%	-	-3%	+5%	+5%	-22%	-22%	-14%	-2%	-2%
FSM	Eligible	0																	
	Not eligible	29	79%	79%	86%	83%	93%	90%	100%	83%	86%	79%	83%	83%	83%	83%	86%	93%	93%
	Gap (Eligible - Not eligible)																		
Disadv.	Disadvantaged	0																	
	Other	29	79%	79%	86%	83%	93%	90%	100%	83%	86%	79%	83%	83%	83%	83%	86%	93%	93%
	Gap (Disad. - Other)																		
SEN	No SEN	24	83%	88%	92%	88%	96%	92%	100%	88%	88%	83%	83%	83%	92%	92%	92%	96%	96%
	SEN Support	4	75%	50%	50%	50%	75%	75%	100%	75%	75%	75%	75%	75%	50%	50%	75%	75%	75%
	EHCP	1	0%	0%	100%	100%	100%	100%	100%	0%	100%	0%	100%	100%	0%	0%	0%	100%	100%
Born	Autumn	8	100%	88%	88%	88%	100%	100%	100%	100%	100%	100%	100%	100%	88%	88%	100%	100%	100%
	Spring	12	83%	83%	92%	92%	92%	92%	100%	83%	83%	75%	75%	75%	83%	83%	83%	92%	92%
	Summer	9	56%	67%	78%	67%	89%	78%	100%	67%	78%	67%	78%	78%	78%	78%	78%	89%	89%

1c. Early Years Foundation Stage Profile (2025)

Bathwick St Mary Church School

iv) Vulnerable Groups Analysis -% Achieving Expected Level in Each Aspect of Learning (2)

Key to shading:
*Number of pupils (see page 4 for explanation)

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

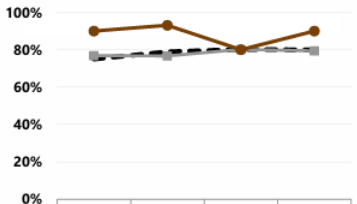
		Pupils	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		No.	LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
	All	30	80%	80%	87%	83%	93%	90%	100%	83%	83%	77%	80%	80%	80%	80%	83%	93%	93%
Lang.	English	18	94%	94%	94%	89%	100%	94%	100%	100%	100%	100%	100%	100%	94%	94%	100%	100%	100%
Lang.	Not English	11	55%	55%	73%	73%	82%	82%	100%	55%	64%	45%	55%	55%	64%	64%	64%	82%	82%
Lang.	Gap (EAL - Not EAL)		-39%	-39%	-21%	-16%	-18%	-12%	-	-45%	-36%	-55%	-45%	-45%	-30%	-30%	-36%	-18%	-18%
Ethnic Groups	Asian	3	67%	67%	67%	67%	67%	67%	100%	67%	67%	67%	67%	67%	67%	67%	67%	67%	67%
Ethnic Groups	Mixed	4	75%	75%	100%	100%	100%	100%	100%	75%	75%	50%	50%	50%	75%	75%	75%	100%	100%
Ethnic Groups	White	22	82%	82%	86%	82%	95%	91%	100%	86%	91%	86%	91%	91%	86%	86%	91%	95%	95%
Ethnicity	Indian	1	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ethnicity	Chinese	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	White & Asian	2	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	Other Mixed	2	50%	50%	100%	100%	100%	100%	100%	50%	50%	0%	0%	0%	50%	50%	50%	100%	100%
Ethnicity	White British	17	94%	94%	94%	88%	100%	94%	100%	100%	100%	100%	100%	100%	94%	94%	100%	100%	100%
Ethnicity	White Irish	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ethnicity	White Other	4	25%	25%	50%	50%	75%	75%	100%	25%	50%	25%	50%	50%	50%	50%	50%	75%	75%

1d. Year 1 Phonics (2025)

Bathwick St Mary Church School

i) % Achieving Phonics Threshold Year 1

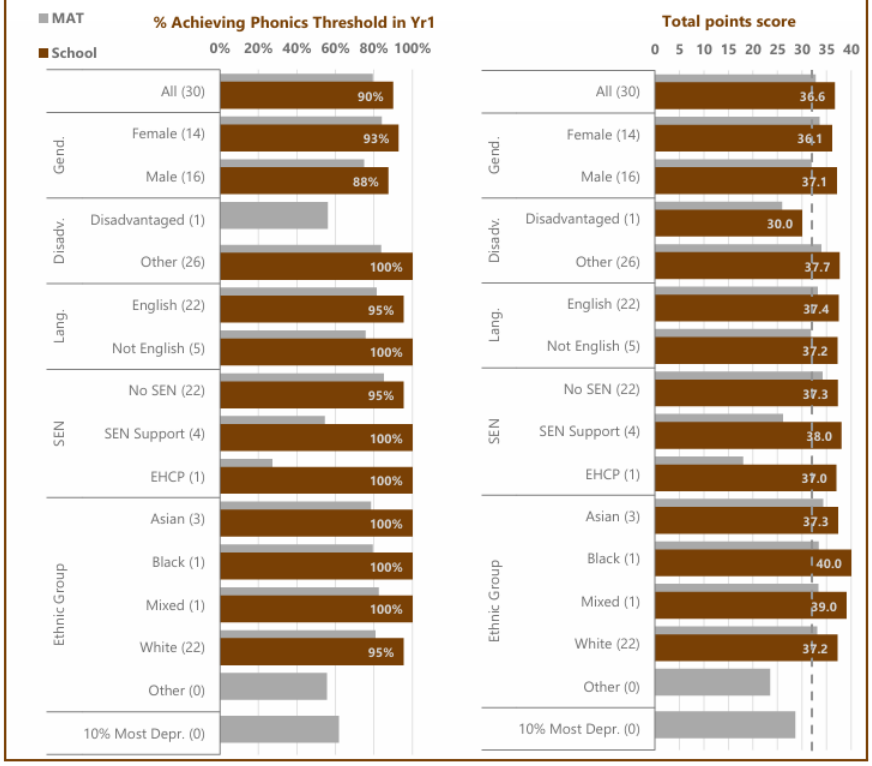
School	Comparisons		
	MAT	England	Sch 2024
90%	79% ↑	80% ↑	80% ↑
30 pupils			



	2022	2023	2024	2025
Eng	75%	79%	80%	80%
MAT	77%	77%	80%	79%
Sch	90%	93%	80%	90%

Eng MAT Sch

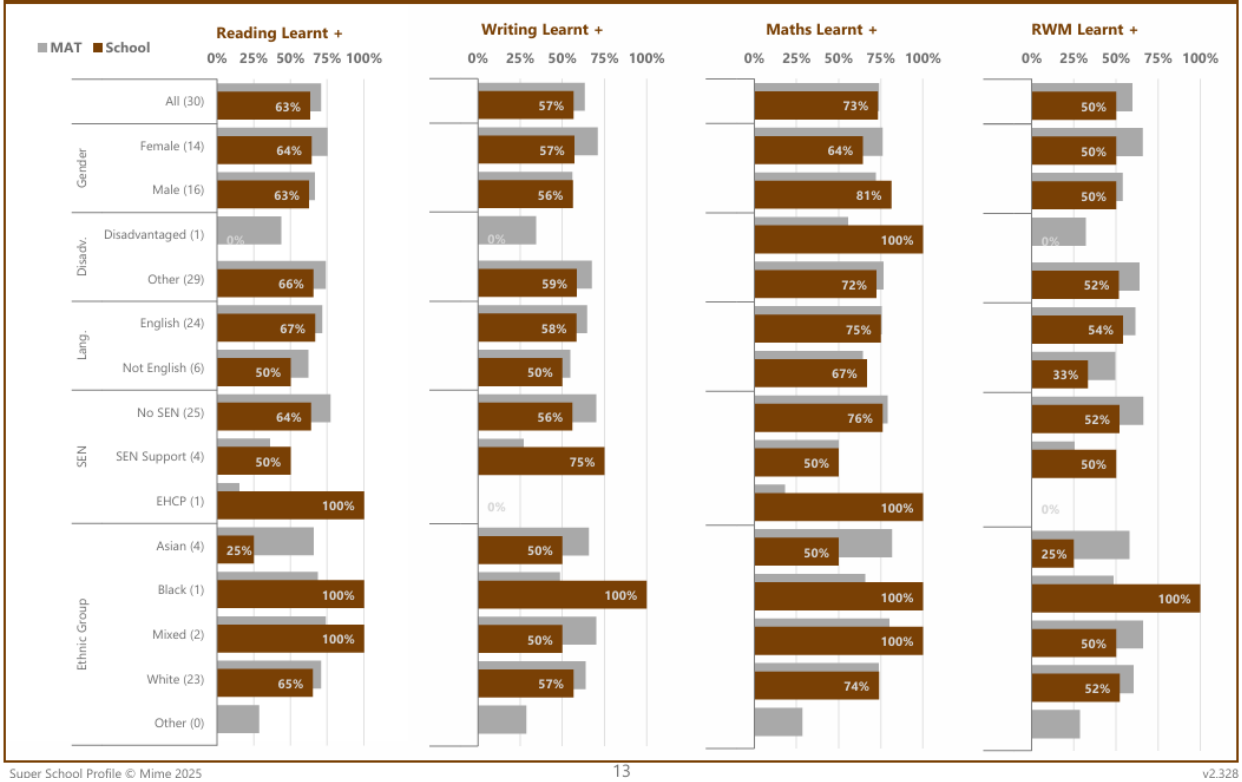
ii) Vulnerable Groups Analysis



1e. Year 1 TA (2025)

Bathwick St Mary Church School

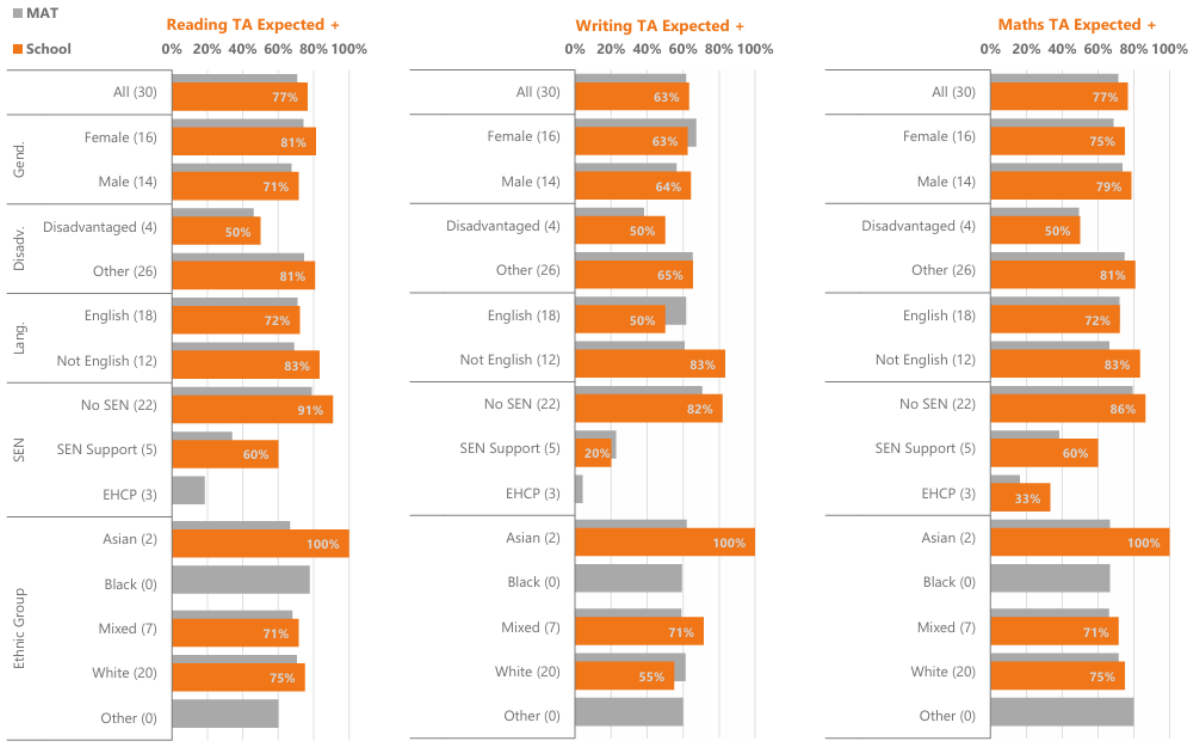
i) Vulnerable Groups Analysis (Learnt +)



1f. Key Stage 1 (2025)

Bathwick St Mary Church School

v) Vulnerable Groups Analysis - TA



1f. Key Stage 1 Groups (2025)

Bathwick St Mary Church School

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

>3* above All pupils | >1* below All pupils
>1* above All pupils | >3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	30	77%	23%	63%	10%	77%	17%	63%	7%
Gender	Female	16	81%	25%	63%	13%	75%	13%	63%	6%
Gender	Male	14	71%	21%	64%	7%	79%	21%	64%	7%
Gender	Gap (Male - Female)		-10%	-4%	+1%	-6%	+4%	+8%	+1%	+1%
Disadv.	Disadvantaged	4	50%	0%	50%	0%	50%	0%	50%	0%
Disadv.	Other	26	81%	27%	65%	12%	81%	19%	65%	8%
Disadv.	Gap (Disadvantaged - Other)		-31%	-27%	-15%	-12%	-31%	-19%	-15%	-8%
SEN	No SEN	22	91%	27%	82%	14%	86%	18%	82%	9%
SEN	SEN Support	5	60%	20%	20%	0%	60%	20%	20%	0%
SEN	EHCP	3	0%	0%	0%	0%	33%	0%	0%	0%

1f. Key Stage 1 Groups (2025)

Bathwick St Mary Church School

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Key to shading (on Exp + only):

>3* above All pupils | >1* below All pupils
>1* above All pupils | >3* below All pupils

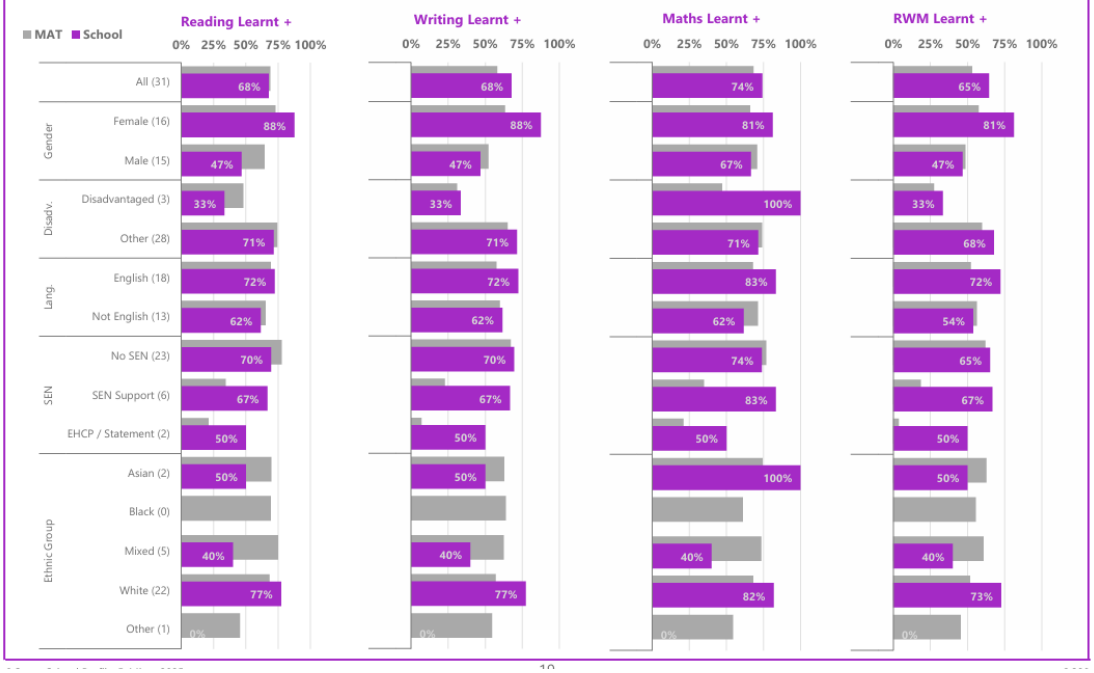
*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth
	All Pupils	30	77%	23%	63%	10%	77%	17%	63%	7%
EAL	English	18	72%	28%	50%	11%	72%	17%	50%	6%
EAL	Not English	12	83%	17%	83%	8%	83%	17%	83%	8%
EAL	Gap (Not English - English)		+11%	-11%	+33%	-3%	+11%	-	+33%	+2%
Ethnic Groups	Asian	2	100%	50%	100%	0%	100%	50%	100%	0%
Ethnic Groups	Mixed	7	71%	29%	71%	0%	71%	14%	71%	0%
Ethnic Groups	White	20	75%	20%	55%	15%	75%	15%	55%	10%
Ethnic Groups	Unknown	1	100%	0%	100%	0%	100%	0%	100%	0%
Ethnicity	Chinese	2	100%	50%	100%	0%	100%	50%	100%	0%
Ethnicity	White & Asian	3	67%	33%	67%	0%	67%	0%	67%	0%
Ethnicity	Other Mixed	4	75%	25%	75%	0%	75%	25%	75%	0%
Ethnicity	White British	16	75%	25%	50%	19%	69%	19%	50%	13%
Ethnicity	White Other	4	75%	0%	75%	0%	100%	0%	75%	0%

1g. Year 3 TA (2025)

Bathwick St Mary Church School

i) Vulnerable Groups Analysis (Learnt +)



1h. Year 4 TA (2025)

Bathwick St Mary Church School

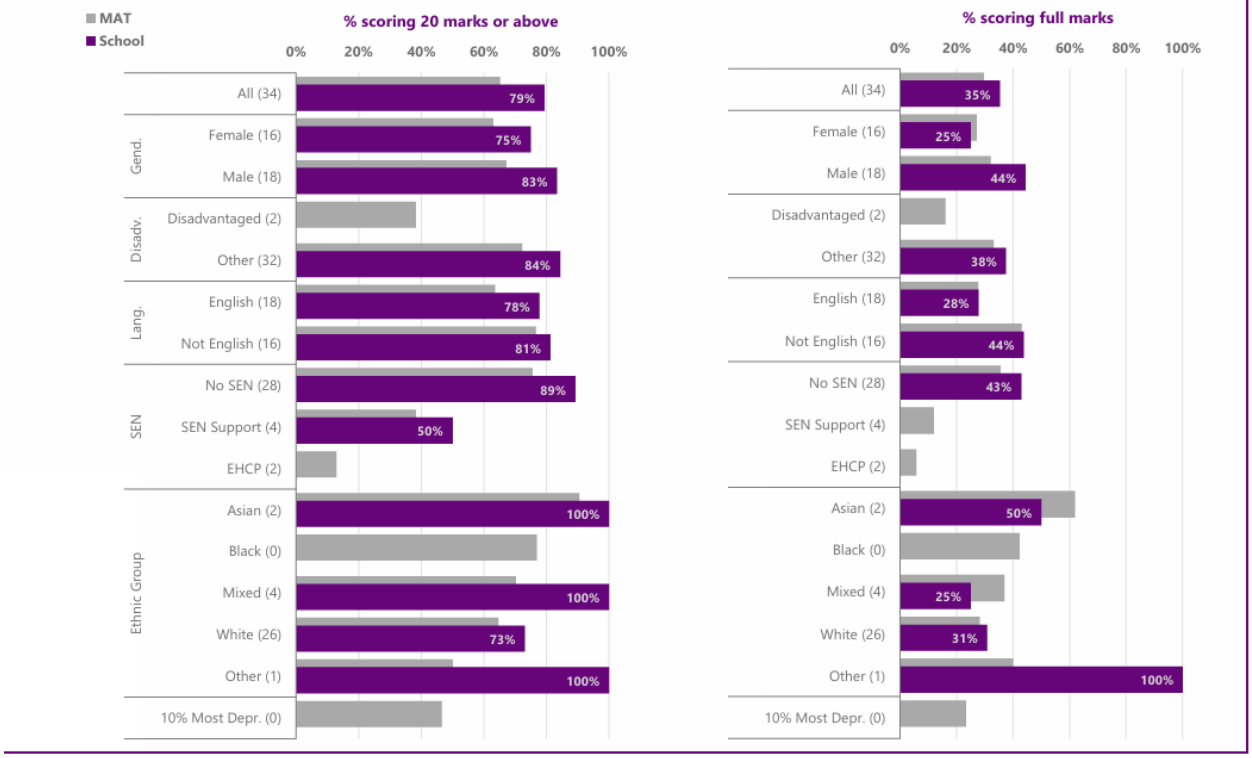
i) Vulnerable Groups Analysis (Learnt +)



1h. Year 4 Multiplication Tables Check (2025)

Bathwick St Mary Church School

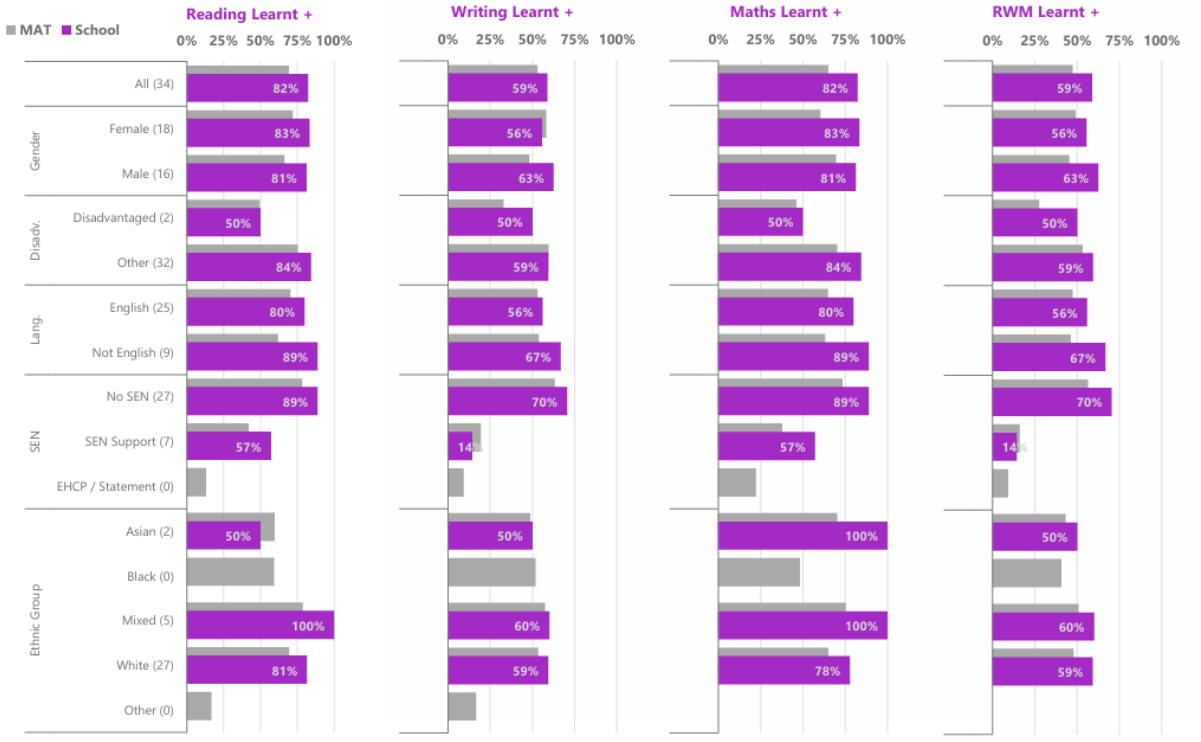
i) Vulnerable Groups Analysis



1i. Year 5 TA (2025)

Bathwick St Mary Church School

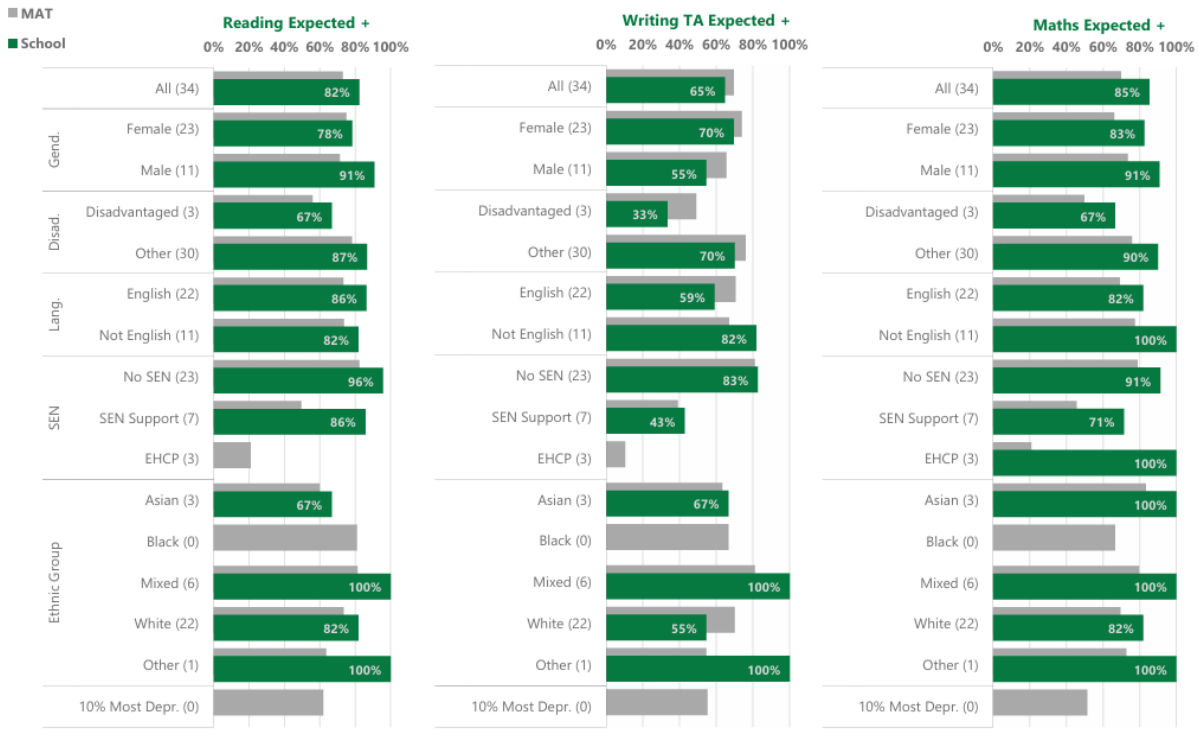
i) Vulnerable Groups Analysis (Learnt +)



1j. Key Stage 2 (2025)

Bathwick St Mary Church School

v) Vulnerable Groups Analysis



1j. Key Stage 2 Groups (2025)

Bathwick St Mary Church School

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	34	82%	47%	65%	15%	85%	41%	65%	12%	74%	56%
Gender	Female	23	78%	48%	70%	22%	83%	39%	70%	17%	78%	70%
	Male	11	91%	45%	55%	0%	91%	45%	55%	0%	64%	27%
	Gap (Male - Female)		+13%	-3%	-15%	-22%	+8%	+6%	-15%	-17%	-14%	-43%
FSM	Eligible	3	67%	33%	33%	0%	67%	0%	33%	0%	33%	33%
	Not eligible	30	87%	50%	70%	17%	90%	47%	70%	13%	80%	60%
	Gap (Eligible - Not eligible)		-20%	-17%	-37%	-17%	-23%	-47%	-37%	-13%	-47%	-27%
Disadv.	Disadvantaged	3	67%	33%	33%	0%	67%	0%	33%	0%	33%	33%
	Other	30	87%	50%	70%	17%	90%	47%	70%	13%	80%	60%
	Gap (Disadvantaged - Other)		-20%	-17%	-37%	-17%	-23%	-47%	-37%	-13%	-47%	-27%
SEN	No SEN	23	96%	57%	83%	13%	91%	52%	83%	9%	87%	70%
	SEN Support	7	86%	43%	43%	29%	71%	29%	43%	29%	57%	43%
	EHCP	3	0%	0%	0%	0%	100%	0%	0%	0%	33%	0%
Born	Autumn	12	92%	50%	75%	17%	92%	50%	75%	8%	83%	75%
	Spring	10	90%	60%	70%	20%	80%	50%	70%	20%	70%	60%
	Summer	11	73%	36%	55%	9%	91%	27%	55%	9%	73%	36%

1j. Key Stage 2 Groups (2025)

Bathwick St Mary Church School

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (2)

Key to shading (on Exp + only):

>3* above All pupils
>1* above All pupils
>1* below All pupils
>3* below All pupils

*Number of pupils (see page 4 for explanation)

		Pupils	Reading		Writing (TA)		Maths		RWM		GPS	
		No.	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
	All Pupils	34	82%	47%	65%	15%	85%	41%	65%	12%	74%	56%
EAL	English	22	86%	41%	59%	18%	82%	32%	59%	14%	68%	50%
	Not English	11	82%	64%	82%	9%	100%	64%	82%	9%	91%	73%
	Gap (Not English - English)		-4%	+23%	+23%	-9%	+18%	+32%	+23%	-5%	+23%	+23%
Ethnic Groups	Asian	3	67%	33%	67%	0%	100%	67%	67%	0%	100%	67%
	Mixed	6	100%	67%	100%	33%	100%	83%	100%	33%	100%	83%
	White	22	82%	41%	55%	9%	82%	27%	55%	5%	64%	45%
	Other	1	100%	100%	100%	0%	100%	0%	100%	0%	100%	100%
	Unknown	2	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Ethnicity	Indian	1	0%	0%	0%	0%	100%	0%	0%	0%	100%	100%
	Asian Other	1	100%	0%	100%	0%	100%	100%	100%	0%	100%	100%
	Chinese	1	100%	100%	100%	0%	100%	100%	100%	0%	100%	0%
	White & Asian	4	100%	75%	100%	25%	100%	100%	100%	25%	100%	75%
	White & Black Caribbean	1	100%	0%	100%	0%	100%	0%	100%	0%	100%	100%
	Other Mixed	1	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	White British	20	80%	40%	55%	10%	85%	30%	55%	5%	65%	45%
	White Other	2	100%	50%	50%	0%	50%	0%	50%	0%	50%	50%
	Any Other Ethnicity	1	100%	100%	100%	0%	100%	0%	100%	0%	100%	100%

Commentary and conclusions on outcomes including phonics:

Academic Year 2024-2025

Subject Focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	• EYFS – there was one child with PP funding in EYFS. They did not meet GLD and were not at expected for reading. • Year 1- 90% overall cohort PASSED screening check. • **Year 1- 1 child with PP did not pass the phonics screening check.** • Year 2 **– all passed the retaken phonics screening check in Year 2.**	• Read, Write Inc. has continued to be well taught across the school • More focused support for 3 x children going in to Y2 (2025-2026) to pass the check. • Additional support for Y1 pupils to ensure good progress in word recognition and phonic assessment in preparation for the check in Y1.
EYFS	• EYFS (2024-2025)- 1 child with PP did not pass GLD for EYFS. • **GLD for this cohort was 70%**	• Targeted support and intervention enabled excellent progress and attainment. • Continue to monitor the progress in Year 1 through regular pupil progress meetings and support with interventions when necessary.
Reading	• In Year 1, 1 PP pupils made good progress from their starting point, but did not meet the expected standard in reading or writing. Using the Read, Write Inc. scheme enabled the child to develop their phonic knowledge, but they did not pass the phonics screening. • In Year 3, 50**% of the PP pupils achieved the EXS in reading.** • In Year 4, 50**% of the PP pupils achieved the Expected Standard in reading.50% achieved GDS** • In Year 5, 50**% achieved expected standard for reading** • In Year 6, 25% **achieved the Greater Depth** standard and 75% achieved the Working Towards standard. • Internal data shows good progress in reading and attainment generally remains strong. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. • At KS1, our pupil outcomes at 'Met' and 'Exceeded' standards were strong for maths and reading. • • Phonics screening check attainment has been consistently above (or at) national averages (90% in 2025) • 2025 KS2 pupil outcomes 'Met' and 'Exceeded' standards were close to or above nationals in all areas. • Across y1-y6 6/17 pupils achieved expected or above (35.3%)	• Focused support for pupils in the lowest 20%, including those PP children. • Use of quality first teaching and additional strategies to engage all PP pupils. • Rigorous assessments systems and procedures. • Opportunities for pupil progress meetings for all staff. • Focused CPD to support staff with all pupils. • Continued focus on ensuring pupils make expected, and accelerated progress to ensure pupils keep up with the curriculum. • Continued Read, Write Inc. provision in Year 3 and above to support pupils. • New strategies to support progress in writing. School led tutoring to support Year 6 pupils. • Curriculum was a focus on our 2024-2025 School Development Plan. This will continue in 2025 2026 SDP.

Writing	• Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others making less than expected progress. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. • A number of children have joined the school with EAL and this has had an impact on our figures. • Across Year 1 to Year 6-15pupils – 6/17 pupils achieved expected or above for writing. (35.3%)	
Maths	• Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others less than expected progress. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. • Across Year1- Year 6 9/17 pupils achieved expected or above for maths (52.9%)	

Review of expenditure 2024 – 2025 – total allocated= £23310		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
To ensure new members of staff have received relevant training in the Read, Write Inc. Program. At the start of the academic year, new members of staff were not used to run RWI sessions but shadowed existing members of staff. Term 1 was used for training and the RWI Inc. lead led in house training sessions throughout the term for all new staff. This worked well and by Term 2, after initial assessments, new staff felt confident and comfortable to deliver the RWI scheme for a group of pupils.	Scheme to be continued in 25 2026. Through out the year, the RWI lead has had to lead sessions- ensure quality time for support in the next academic year.	£2575
Ensure all staff continue to deliver high-quality phonics lessons to all pupils, identified through on-going formative and summative assessment. The RWI has continued to lead training and provided drop-in support for all staff. Regular assessments led by the RWI lead have shown progress across the infants for ALL pupils.	Scheme to be continued in 25 26 Through out the year, the RWI lead has had to lead sessions- ensure quality time for support in the next academic year.	

Continue to enhance the range of high-quality texts accessible to pupils in Key Stage 2. ***Structured whole class shared reading using high-quality texts.*** The English lead has begun to develop the range of texts in Lower Key Stage 2. Some Y3 children continue to use the RWI scheme. Shared reading continues to remain a focus in KS2. High- quality texts have been expanded and used to teach reading skills using the reading VIPERS. This is now consistently used across the whole school.	English lead to review the texts available for Upper Key Stage 2 in the next academic year. Ensure Lower Key Stage 2 have enough texts to support early reading and more independent readers. This continues to remain a focus in the next academic year. Further banded texts will be purchased across KS2. New library opening has had a big impact on reading for pleasure.	
To ensure high-quality teaching is delivered across the school through rigorous training and coaching linked to current pedagogy. Curriculum lead has led 8 staff training sessions linked to curriculum and sequential learning. Staff have completed flourishing people, a performance management programme linked to improving practice (termly sessions and impact reviews) Staff have used the WalkThru materials and developed their skills with using learning intentions rather than learning tasks to ensure learning is clear for all pupils. Staff continue to develop their own practice and so this remains as part of the PP strategy and is linked closely to the school SDP.	Further training into the next academic year- WalkThrus and High-Quality teaching led by an in-house lead teacher for the Trust, curriculum lead and PP lead.	£500
All subject leaders to have release time for monitoring and CPD to help support High-quality teaching in all year groups. Strong focus on progression of lessons and retention of knowledge. During Terms 1-4, all subject leaders have had time to monitor their subject. Many teachers have attended Trust training/CPD. All subject leaders met with the curriculum lead at the start of the academic year to share aims for the coming year. Since Ofsted in November 2022, subject leaders have been focusing more closely on how to further develop our curriculum and review teaching sequence. Curriculum lead met with all subject leaders throughout the academic year, reviewing progression documents, planning, and completing a book look. INSET days have had a high priority on the curriculum.	The next 3 years will focus on specific subjects to ensure subject leaders have time to develop progression documents and monitor subjects. The curriculum will remain as a key strand on school SDP.	£2375
Maths leader to check consistency and monitor impact of White Rose Scheme and booklets used across the school. To monitor with SENDCO any additional interventions for PP/lowest 20%. ***Release time to monitor impact and support staff with school led tutoring.*** White Rose has been used effectively across the school and is now used as a resource of many, rather than the main tool for learning. Curriculum has been rewritten for maths. Use of understanding number has been effective.	Maths Lead to continue to monitor use of WR scheme and to monitor use of paper rather than booklets. Maths lead to develop use of oracy in maths. Math lead to monitor high quality teaching in mathematics addressing fluency, problem solving and misconceptions in maths.	£500

English leader to check consistency and quality of GPS and the teaching of writing across the school. The English lead led training linked to using Grammarsaurus to develop the teaching and learning of GPS across the school. There is now a more a consistent approach to GPS teaching, however, it has had little impact on PP children and their outcomes in writing. Pupils have made progress from the start of the year, but it is not accelerated progress. This will remain a focus into the next academic year. Using the place value of punctuation and grammar has helped teachers to fully embed GPS knowledge into long term memory	English lead to continue to monitor writing across the school.	£1400
Mentoring and coaching for teachers is included in CPD for all teachers including ECTS ECTs have passed their ECT programmes successfully. CPD has been effective across the year for improving teaching and learning. Flourishing people has been used as an effective CPD tool. Leading teacher has led coaching and mentoring sessions across the year.		£500
To use technology and other resources to support high quality teaching and learning All staff have access to ipads, laptops and resources for effective adaptations. Widgit is purchased by the MAT to aid visuals. ICT sutie has been updated.		£200
		Total **£8050**

2.Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
To ensure that our APDR (Assess, Plan, Do, Review) cycle ensures that PP children and the lowest 20% of pupils have targeted teaching from both teachers and teaching assistants to allow individuals and groups to keep up with their learning. The schools APDR review cycle continues to prioritise adult support for our lowest 20% of pupils. Support is used effectively to allow pupils to 'keep up' with the curriculum content. Pupils in our lowest 20%, which includes 43% of children who are also Pupil Premium, continue to make progress but not meet the expected standard for reading, writing and/or maths in teacher assessment. Targeted interventions are assessed at the start and the end point and there is clear progress. However, this does not translate into Age Related Expectations and end of year outcomes for our PP pupils. 2 pupils in 2024-2025 who are PP also had EHCPs for cognition and learning.	Continue to monitor PP pupils' attainment and progress. Are the interventions and support we are providing allowing pupils time to 'keep up' with the curriculum?	**TA support £13660**
To continue to deliver targeted interventions which have been researched tested to have a positive impact on teaching and learning. The schools APDR review cycle continues to prioritise adult support for our lowest 20% of pupils. Support is used effectively to allow pupils to 'keep up' with the curriculum content. Pupils in our lowest 20%, which includes 43% who are also Pupil Premium, continue to make progress but not meet the expected standard for reading, writing and maths in teacher assessment. Targeted interventions are assessed at the start and the end point and there is clear progress. However, this does not translate into Age Related Expectations and end of year outcomes for our PP pupils.		

2 pupils in 2024-2025 who are PP also had EHCPs for cognition and learning.		
To strategically deploy teaching assistants to ensure that priority pupils are supported and to ensure that TAs receive high quality CPD and fully understand their role to support teaching and learning All Tas receive training and a mentor when first being in role. Regular CPD takes place fortnightly. Additional external training is also available for neurodiverse pupils. All Tas are carefully placed in roles suitable to their skills.		
		Total £13660
3.Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Expose PP and vulnerable children to memorable experiences and opportunities, offering financial support and encouragement/advice when needed. Over the course of the year PP funding has been used to support the following areas: - Financial support towards residentials. - Supporting travel costs for pupils to and from school. - To pay for music tuition in school. - To attend wrap around care. - For individuals to attend after school sports clubs. This has allowed pupils to come to school, participate in extra curricular activities that they may otherwise not have been able to access. This has had a significant impact on their well-being and sense of community with the school.	This has had a beneficial impact on individual pupils and on attendance at school. This will continue next academic year.	**£3307**
Deliver workshops designed for parents to help support children at home with phonics, early reading, writing and maths. Communicating with, and supporting, parents Over the course of the year, parents have had access to phonics workshops, early reading workshops. This have been well attended by most parents and have helped parents to understand how best to support their child at home with both reading and phonics.	This will continue to be a focus for the academic year 25-26	
Support attendance at breakfast club At Bathwick, we provide several after school clubs including wrap around care. Clubs include, cricket, Art, tennis, football, multi sports and Science club as well as a lunch time ECO-club. We have a breakfast club which is open from 7.30 am daily. **In July 2025, there were 16 children on our PP register and 81% of these children accessed breakfast, wrap around care or a club**, **with 50% of those pupils attending more than one club and wrap around care.** Our overall, uptake for clubs and wrap around care at school is good and classes are usually full each term.	We will continue to monitor PP attendance into the next academic year in clubs.	

Support pupils' social, emotional, and behavioural needs All PP children have one page profiles created that includes pupil and parent voice. Thrive plans are created for those pupils who need additional support for SEMH. Christian values are a key feature of our 'ACE' (Ambitious, creative, ethical) curriculum offer. Key routines and a positive behaviour policy supports behaviour across the school.	Continue to offer Thrive for vulnerable pupils. Continue to adapt behaviour policy as needed for vulnerable pupils.	
Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support Staff have received regular training on Thrive throughout the year. Thrive assessments for a class take place yearly and this feeds in to individual plans.	Continue to offer Thrive for vulnerable pupils. Continue to adapt behaviour policy as needed for vulnerable	

TOTAL SPEND- £25017.00

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
Read Write Inc.	Read Write Inc- Ruth Miskin
Thrive	Thrive
Place value of punctuation and grammar	Grammarsaurus
Computer curriculum	Purple Mash
PSHE curriculum	Kapow

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA