

Pupil premium strategy statement

Pudsey Bolton Royd Primary School

– Update Dec 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	22 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs E Frost
Pupil premium lead	Mr P Kilner
Governor / Trustee lead	Ms N Ibrahim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 155,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 155,160

Part A: Pupil premium strategy plan

Statement of intent

At Pudsey Bolton Royd, it is our intention to help each individual to achieve their full potential, offering them a broad curriculum and a wide range of learning experiences. We understand that many of our pupil premium children may face additional barriers that need overcoming if they are to succeed and achieve this potential. At school we feel that we have a duty to develop the broader curriculum and narrow the experiential deficit that many of our children have and believe that high quality teaching has the greatest impact on all children.

Measures in this action plan aim to close this gap and support all of our children in accessing these experiences and providing support for our most vulnerable children and families. It is our intention that the Pupil Premium funding will not only help ensure that our disadvantaged children make accelerated academic progress but also offer them a diverse range of first-hand opportunities that they otherwise may not experience, enabling them to become lifelong learners.

To achieve our goals, we will:

- Focus on the importance of language development and communication.
- Ensure that we offer a curriculum based on the needs of our children and put support mechanisms in place to ensure that pupil children can thrive.
- Providing a range of activities, extracurricular clubs, breakfast clubs, high quality educational visits and residential, with financial support, to help close the experiential deficit.
- Ensure that the progress of these children is closely monitored through school's internal tracking system and discussed with teachers in regular pupil progress meetings.
- Prioritise quality first teaching as well as accessing a range of research-based interventions to maximise the progress of these individuals.

Challenges

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

Challenge number	Detail of challenge
1	Many children start at our school significantly below national expectations and therefore need to make better than average progress to achieve national expectations by Year 6
2	Inconsistency of home learning opportunities and experiences coupled with previously lost learning opportunities adversely affected many disadvantaged children.
3	Many of our disadvantaged and vulnerable children's learning suffers as a result of experiential deficit and a lack of first-hand learning experiences beyond the school day which impacts on their learning within school.
4	Our youngest children often show poorly developed communication and language, as well as personal and social skills, when entering school.
5	Vulnerability of key families, including attendance, punctuality and unsettled routines.
6	Nearly half of the school, including many of our disadvantaged children, are classed as EAL. School sits in the highest quintile nationally.

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
To increase the number of pupil premium children obtaining better than average progress scores from KS1 to KS2.	There is no significant difference in the internal or external data (including the phonics screen) between pupil premium children and other groups. Internal or external data show children have made good progress across the relevant key stage.
To provide pupils throughout the school with additional learning opportunities to help close the attainment gap by making better than average progress, reducing the impact that lost learning may have had.	In addition to quality first teaching, a range of effective interventions and support mechanisms are evident in school allowing the children to make accelerated progress, closing the academic gap on their peers.
On entry to school children's communication and language as well as personal, social and emotional skills will be prioritised for development.	Internal tracking data will show progress in these areas supporting the children to effectively access the wider curriculum and prepare them for the next stage of their education.
Children will be given opportunities to develop extracurricular skills and other first-hand opportunities in order to close experiential deficit gap.	70 % of PP children will attend after school activities. 100 % of PP children will attend the Year 6 residential.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of an additional members of staff in Year 5/6 (HLTA) to support identified children who find it hard to engage with the curriculum.	EEF +2 months	1,2,5
Deployment of teaching assistant to support identified groups of children.	EEF +2 months	1,2,5
Whole school speech and language support	EEF +6 months	1,4,6
S & L therapist to work alongside EY and KS1 to advise on suitable inputs/interventions	EEF +6 months	1,4,6
Non-class-based deputy headteacher to track provision, progress, attainment and achievements and to effectively manage interventions and regular pupil progress reviews as Pupil Premium champion.		1,2,5

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

Budgeted cost: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued deployment of Lexia Software to support reading with a targeted group of pupil premium children throughout KS2	EEF +6 months The study found a mean effect size of +0.16 for primary reading for pupils using Lexia Core 5 Reading. (Evaluation and Training Institute)	1,2
Continued monitoring and development of Lexia intervention through target support and intervention based on the program.		
Release time for staff to run program effectively.		
Beanstalk Reading mentors to support in KS1 and KS2 with 6 pupil premium children.	EEF +5 months Increased to 4 volunteers	1,2,6
Times Table Rockstars – Pupil Premium prioritised for extra support through dedicated Chromebook time.	Internal data showing development of children's skills	1,2

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

Budgeted cost: £ 65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target PP children for extracurricular club attendance.	EEF +1 months	3
Ensure all children have equal access to the wider school curriculum by providing subsidies for educational visits and visitors including the year 6 residential.	Learning Away project (60 school survey over 6 years) 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn. 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.	3
Support disadvantaged families throughout school by subsidising all school visits for PP children		3
In order to offer children of vulnerable families a settled routine and small breakfast, places at a subsidised before school club are prioritised for pupil premium children.	EEF Report 2019 In addition to the positive attainment impact found for pupils in Year 2 (+2 months), the independent evaluation also found both improved attendance and behaviour in schools.	5
Targeted pastoral support from learning mentor and teaching assistants who are available on the playground at playtimes and lunchtimes to be proactive and organising games and play to ensure any issues are dealt with immediately.	EEF +4 months Internal evidence demonstrates significant decrease in behavioural issues at play and lunch times.	5
To support the increasing number of vulnerable families	Internal data shows the increase in parental engagement and attendance with targeted vulnerable families.	

who need help with various issues and raising parental engagement through the work of the Family Support Manager.	EEF +4 months	
To support those families experiencing unexpected difficulties and helping provide basic resources urgently – eg uniform, debt issues etc.		
Mental health training course for HLTA and an inclusion lead, to strengthen pastoral support for targeted children.	EEF +4 months	5

Total budgeted cost: £ 155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Year 1 Phonics	PBR Disadvantaged	National Disadvantaged
	87 %	67 %

Key Stage 1 2024-25 Non Statutory Assessment	PBR FSM6	PBR compared to national (FFT like for like comparison)
Reading & Maths SS	106.7	+6.8
Reading SS	106.0	+6.4
Maths SS	107.4	+7.8

Key Stage 2 2024-25 Statutory Data	PBR Disadvantaged EXS+	National Disadvantaged EXS+	Compared to PBR non disadvantaged
Year 6 Reading Attainment	77 %	63 %	+ 14 %
Year 6 Writing Attainment	56%	59%	-3 %
Year 6 Maths Attainment	77 %	61 %	+ 16 %

The data from 2024-5 statutory and non-statutory assessments show that overall the strategies in place in school benefit our disadvantaged children.

In the Phonics Screening Check our Year 1 disadvantaged children performed significantly better than those classed disadvantaged nationally by 20%. They outperformed their peers not known to be disadvantaged by 14%.

Data generated from the FFT demonstrates that by comparing standardised scores from the non-statutory tests our disadvantaged children in Key Stage 1 achieved significantly higher scores in reading, writing and maths than their national disadvantaged peers.

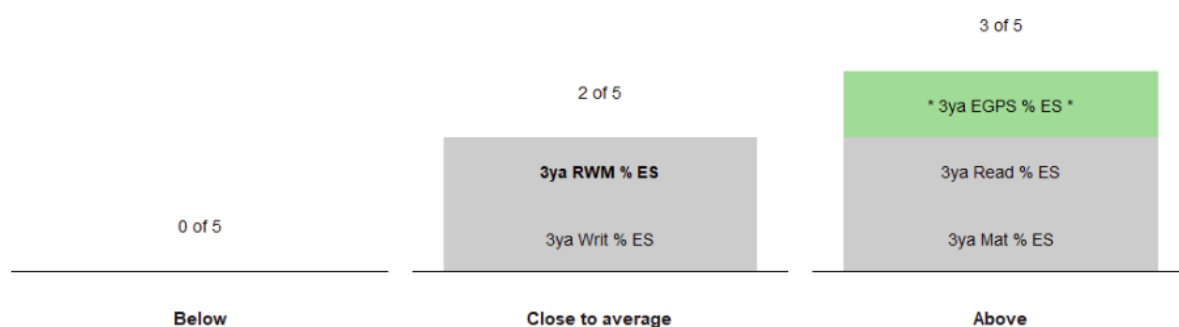
The support put in place to support times tables has shown improvements. In 20/21 66% of disadvantaged children achieved a score of less than 20, whilst in 22/23 50% of disadvantaged children scored under 20. In 23/24 only 33% of disadvantaged children scored under 20. In 24/25 (after 1 child was disapplied) 36 % of disadvantaged children scored under 20, however 36% scored full marks which is broadly in line with national data for all eligible children.

Year 6 data shows that in reading and maths, our disadvantaged children achieved significantly higher than by those classed disadvantaged nationally.

The attainment measures for writing show that these children made less progress compared against the disadvantaged cohort nationally, although the gap shrunk from 5% to 3%. This continues to be a whole school improvement area.

Data from school's IDSR shows that when examining a three year trend for end of KS2 data for those classed as disadvantaged that;

- School was above close to average at KS2 expected standard for Reading, Writing and Maths combined, as well as writing.
- School was above average at KS2 expected level for reading, maths and SPAG.



14 out of 19 (74%) of the disadvantaged children attended the Year 6 residential visit; this should have been 79% but due to medical reasons there was a last minute drop out.

All other disadvantaged children were able to attend all school visits due to the subsidy in place to lower the prices of educational visits.

Places in breakfast club have been prioritised for both PP and other disadvantaged children. The percentage of PP children attending has risen from 25% 2021/22 to 33% in 2023/24. It has remained at 33% for 2024/25

Attendance data shows that our PP children's attendance was 2.2% lower than the national FFT figure (89.6% compared to 91.8%) a 1 % improvement on the previous year. Attendance continues to be an issue for all pupils and is currently being addressed through the school development plan.

School's IDSR data shows that there has been a relative improvement in FSM6 attendance in relation to National distribution banding.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	103	91.3%	92.6%	Close to average	Relative improvement	-
2023/24	87	89.9%	92.0%	Below	Relative decline	-
2022/23	87	90.2%	91.6%	Below	Relative decline	-

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
Maths Mastery	White Rose Maths
Lexia Core 5 Reading	Lexia
TTRockstars	TTRockstars
Beanstalk Reading Volunteers	Coram