



Pupil Premium Strategy 2026-27

School Overview

Metric	Data
School Name	Bassingham Primary School
Pupils in School	163
Proportion of Disadvantaged Pupils	19.39% (32 pupils)
Pupil Premium Allocation	£39,556
Academic Year	2026-27
Publish Date	1 st September 2026
Review Date	1 st September 2027
Statement Authorised By	Sam Betts (Headteacher)
Pupil Premium Lead	Sam Betts (Headteacher)
Governor Lead	Andy Adlington (Chair of Governors)

Disadvantaged Pupils – Attainment (2025-26)

The attainment outcomes below are based on internal school data and teacher assessments. They also include the difference in attainment between disadvantaged pupils and other pupils.

Year 1 (20 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026		
	Maths	Reading	Writing
Disadvantaged Pupils (4)	75	0	75
Other Pupils (16)	95	60	90
Difference	-20	-60	-15

Year 4 (26 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026		
	Maths	Reading	Writing
Disadvantaged Pupils (7)	43	43	57
Other Pupils (19)	65	68	73
Difference	-22	-25	-16

Year 2 (22 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026		
	Maths	Reading	Writing
Disadvantaged Pupils (6)	67	50	50
Other Pupils (16)	67	64	55
Difference	0	-14	-5

Year 5 (28 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026		
	Maths	Reading	Writing
Disadvantaged Pupils (7)	71	71	71
Other Pupils (21)	71	81	57
Difference	0	-10	+14

Year 3 (15 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026		
	Maths	Reading	Writing
Disadvantaged Pupils (1)	0	0	100
Other Pupils (14)	60	87	93
Difference	-60	-87	+7

Year 6 (25 pupils)			
Percentage of pupils achieving the expected attainment and above	July 2026 (SATs Outcomes)		
	Maths	Reading	Writing
Disadvantaged Pupils (8)	75	100	75
Other Pupils (17)	82	88	76
Difference	-7	+12	-1

An Evidence-Informed Approach

Using the 'EEF Guide to Pupil Premium' and 'Teaching and Learning Toolkit' as an evidence-informed approach will allow Bassingham Primary School to inform spending via up to date research. As a result, a tiered approach will be used to inform our Pupil Premium spending:

- 1. Targeted Academic Support** – a focus on teacher and teaching assistant led small group intervention
- 2. Wider Strategies** – access to a wide range of enrichment opportunities and improving attendance

Targeted Academic Support

Pupil Premium funding is intended to diminish the attainment gap between disadvantaged pupils and their peers by providing timely, targeted support that addresses barriers to learning. By delivering structured interventions led by teachers or trained Teaching Assistants, pupils can receive personalised support tailored to their individual academic needs. This enables misconceptions to be identified and addressed quickly, reinforces key knowledge and skills, and increases confidence and engagement in learning.

Targeted interventions provide opportunities for pre-teaching, overlearning and focused practice, helping pupils to access quality first teaching more effectively and make accelerated progress. Regular monitoring of intervention impact ensures that support remains responsive and evidence-based, leading to improved attainment, increased participation in classroom learning and better long-term educational outcomes for disadvantaged pupils. Ultimately, this approach seeks to ensure that all Pupil Premium children are equipped with the knowledge, skills and confidence needed to achieve their full potential, regardless of their socioeconomic background.

Measure	Activity
To provide Pupil Premium children with targeted academic support via teacher or Teaching Assistant led intervention.	- Teachers regularly review class Intervention Maps with a focus on Pupil Premium children - Pupil Premium children are highlighted on Intervention Maps to promote staff awareness - Identify Pupil Premium children who are vulnerable in terms of progress and attainment - Plan and deliver sharply focused intervention to address gaps in learning/academic barriers - Deploy Teaching Assistants effectively to secure accelerated progress for identified pupils - Specific focus on small group intervention and guided groups during lessons - Specific focus on high-quality reading comprehension interventions - Termly pupil progress meetings to discuss progress and attainment of Pupil Premium children

Evidence of Impact Teaching + Learning Toolkit evidences impact of Teaching Assistant Interventions (+4 months)	- Attainment and progress data for Pupil Premium children are directly strengthened as a result of effective and robust intervention - The attainment gap between Pupil Premium children and non-disadvantaged pupils continues to narrow as a result of effective and robust intervention - Termly pupil progress meetings ensure a continued sharp focus on Pupil Premium children and their ongoing performance - Regular Learning Walks identify the quality of teacher and Teaching Assistant led intervention with support and feedback provided where required
Closing the Disadvantage Gap	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.
Projected Spending	Cost of resources to implement the above targeted academic support focus: - Allocated use of teacher and Teaching Assistant support Total predicted spend: £35,000

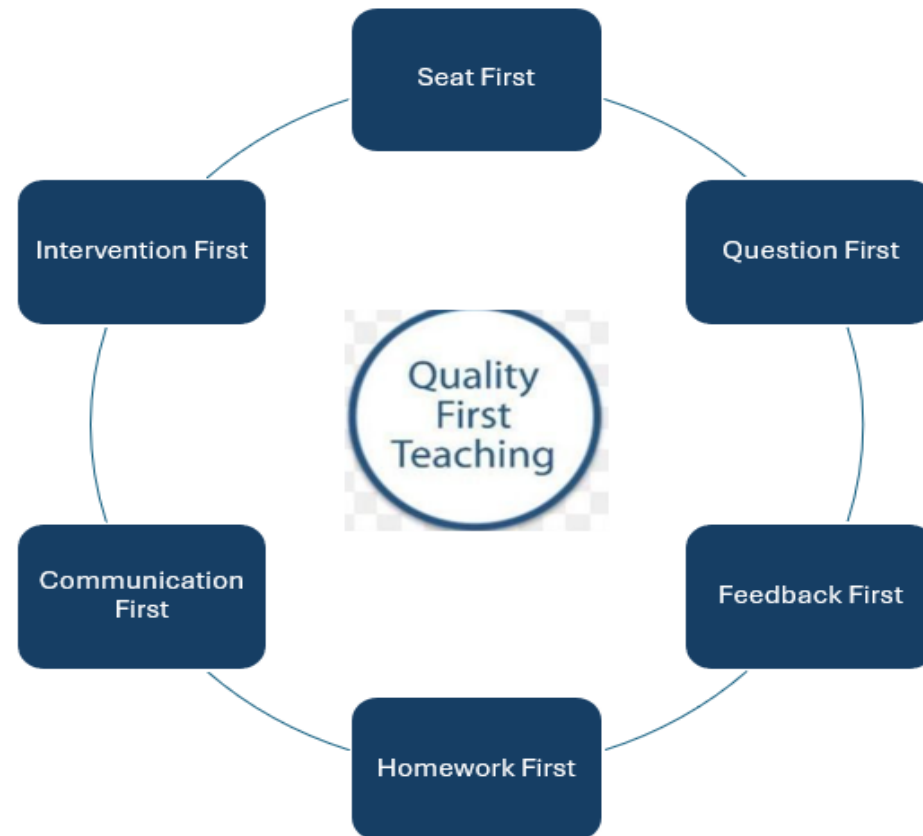
Wider Strategies

Research consistently shows that disadvantaged pupils can benefit significantly from access to a broad range of enrichment experiences beyond the classroom. Providing Pupil Premium children with opportunities such as educational visits, residentials, sporting activities, music, arts, leadership roles and clubs helps to broaden their horizons, raise aspirations and develop cultural capital. Many disadvantaged pupils may face financial or social barriers that limit their access to these experiences outside school. By removing these barriers, the school ensures that all children can participate fully in opportunities that enhance personal development and support academic success.

Participation in enrichment activities helps pupils build confidence, resilience and self-esteem by encouraging them to step outside their comfort zones, develop new skills and experience success in a range of contexts. These experiences also promote teamwork, communication, independence and problem-solving skills, all of which contribute positively to learning and future life chances. Through a planned programme of enrichment opportunities, the school aims to nurture well-rounded, ambitious learners who have high aspirations for themselves and are equipped with the confidence and resilience needed to overcome challenges and achieve their full potential.

Measure	Activity
To provide Pupil Premium children with access to a wide range of enrichment opportunities. This will result in building aspirations, developing confidence and resilience. To improve the attendance of Pupil Premium children with a sharp focus on reducing persistent absenteeism.	- Purchase resources that enable staff to deliver quality enrichment opportunities - Pupil Premium children to receive 'first choice' when accessing extra-curricular provision - Subsidise the cost of trips and visits for Pupil Premium children - This will include residential, curriculum visits and external providers in school - Review the Attendance Policy to include specific information around monitoring and analysis - Improve the persistent absenteeism rate for our Pupil Premium children - Plan regular meetings with parents/carers when attendance becomes a concern - Work within the Early Help system to provide bespoke support for families when required
Evidence of Impact	- All Pupil Premium children will take part in relevant curriculum experiences and trips - Pupil interviews and regular wellbeing surveys will identify a positive mindset towards this - The persistent absenteeism rate for our Pupil Premium children will reduce significantly - Gap in attendance between Pupil Premium children and non-disadvantaged pupils will narrow
Projected Spending	Cost of resources to implement the above wider strategies focus: - Enrichment resources and subsidising trip and visits Total predicted spend: £4,556

Disadvantaged First Strategy at BPS



Disadvantaged First Strategy at BPS

Seat First – when creating your seating plan consider where to sit

Question First – Cold Call disadvantaged pupils first

Feedback First – when formally marking and during Live Feedback

Homework First – check and support disadvantaged pupils first
Do they know what to do? Do they need some time with you to complete?

Communication First – heavier focus with disadvantaged pupils, checking around homework completion, encouraging attendance etc.

Intervention First – all disadvantaged pupils who are not ARE must form part of any academic intervention