

Pupil premium strategy statement 2024-27

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	600
Proportion (%) of pupil premium eligible pupils	13%
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)	2024-27
Date this statement was published	31 st December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Marion Ley Headteacher
Pupil premium lead	Marion Ley Headteacher
Governor / Trustee lead	Sue Samson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,768.
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£117,768.

Statement of intent

Staff and governors have responsibility for “socially disadvantaged” children and are committed to meeting their social and academic needs within the school environment. The pupil premium strategy plan is integral to our commitment to close the gap between disadvantaged and non-disadvantaged pupils. The funding helps to remove barriers to learning so pupils can fulfil their potential, flourish, and fully engage in school life.

At our academy, a significant number of children come from disadvantaged families and so it is our intention that all pupils, regardless 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 helping those who are already high attainers to make further progress.

A. High-Quality First Teaching (Tier 1)

High-Quality First Teaching is unequivocally proven to have the greatest sustained impact on closing the disadvantaged attainment gap, while simultaneously benefiting all non-disadvantaged pupils.

- **Focus:** Quality First Teaching (QFT) is an integral pillar of our School Improvement Plan.
- **Implementation:** QFT is the central focus for all Continuing Professional Development (CPD), including whole-school Inset days, staff meetings, and bespoke training for all teaching and support staff.

B. Targeted Academic and Cultural Interventions (Tier 2 & 3)

We strategically utilise the Pupil Premium grant to increase pupils’ **Cultural Capital** and remove specific access barriers, thereby promoting holistic development.

- **Targeted Cultural Capital:** Disadvantaged pupils are prioritised for specific enriching experiences, including:
 - Priority access to extra-curricular clubs and enrichment activities.
 - Subsidised support with the costs of residential visits and educational trips.
- **Targeted Academic Support:** Interventions are bespoke and deployed based on identified need, acting early to address barriers before they impede long-term progress.

C. SEMH (Tier 3)

Sustained investment in Social, Emotional, and Mental Health (SEMH) provision. Our investment is specifically designed to reduce barriers to learning caused by disadvantage, by fostering resilience, improving self-regulation and attendance and ensuring that all disadvantaged pupils leave our school with the strong emotional literacy and core cognitive capacity required to thrive in the next stage of education and beyond.

III. Principles for Effective Implementation

To ensure the effectiveness and impact of our Pupil Premium strategy, we adhere to the following key principles:

1. **Challenge:** Ensure that all disadvantaged pupils are consistently exposed to challenging content and high expectations in the work they are set.
2. **Early Intervention:** Adopt a proactive, diagnostic approach to identify and intervene early with pupils requiring additional support.

3. **Whole-School Accountability:** Foster a whole-school culture in which **all** staff members take collective responsibility for the outcomes of disadvantaged pupils, and expectations of what they can achieve are continually raised.

Challenges – this details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Academic	<p>Attainment Gap: A persistent gap in academic attainment and progress across core subjects (Reading, Writing and Mathematics) compared to non-disadvantaged peers, particularly in reaching the expected standard.</p> <p>Language and Vocabulary: A deficit in vocabulary, linguistic comprehension and oral communication skills, hindering access to the wider curriculum.</p>
2 Social, Emotional, and Mental Health (SEMH)	<p>Increased SEMH Needs: A higher prevalence of social, emotional and mental health needs among disadvantaged pupils.</p> <p>Well-being and Anxiety: Challenges related to anxiety, low self-esteem and general well-being, which directly impact a pupil's readiness to learn and fully engage in school.</p> <p>School Refusal: SEMH difficulties leading, in some cases, to patterns of persistent absence or school refusal, resulting in missed learning opportunities.</p>
3 Engagement and Cultural Capital	<p>Access Barriers: Limited access to enriching extra-curricular activities, educational visits and cultural experiences (Cultural Capital) compared to non-disadvantaged peers.</p> <p>Home Learning Environment: External factors leading to a lack of consistent, supportive home learning environments or resources necessary for homework and revision.</p>
4 Behaviour and Self-Regulation	<p>Self-Management: Difficulties with self-regulation, resilience and managing social interactions (e.g., controlling impulses, maintaining focus), which can disrupt learning and relationships.</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																
<p>1. The gap between disadvantaged and non-disadvantaged learners (national) will be reduced. Those who have fallen behind will make accelerated progress</p> <p>2025 KS2 Data (% of pupils achieving ARE): (red highlighted 2024 results)</p> <table><tr><th></th><th>National (all pupils)</th><th>BHPA (all pupils)</th><th>BHPA (PP pupils no SEND)</th></tr><tr><td>Reading</td><td>74% 75%</td><td>71% 79%</td><td>36% 41%</td></tr><tr><td>Writing</td><td>72% 72%</td><td>77% 79%</td><td>43% 25%</td></tr></table>					National (all pupils)	BHPA (all pupils)	BHPA (PP pupils no SEND)	Reading	74% 75%	71% 79%	36% 41%	Writing	72% 72%	77% 79%	43% 25%	<ul style="list-style-type: none">● Increase in the number of pupils entitled to PP funding reaching and exceeding the expected age-related standard.● Pupils will have regular opportunities for pre teaching and over learning, rehearsal and consolidation of skills and knowledge.● Support staff and teaching staff will support learning effectively.● Pupils are given the chance to consolidate basic skills.● Staff will have received training and feel comfortable delivering quality writing, reading and maths lessons.
	National (all pupils)	BHPA (all pupils)	BHPA (PP pupils no SEND)													
Reading	74% 75%	71% 79%	36% 41%													
Writing	72% 72%	77% 79%	43% 25%													

<table><tr><td>Maths</td><td>73% 74%</td><td>69% 80%</td><td>29% 33%</td></tr><tr><td>GPS</td><td>72% 73%</td><td>63% 69%</td><td>36% 25%</td></tr><tr><td>RWM</td><td>61% 62%</td><td>60% 74%</td><td>21% 17%</td></tr></table>	Maths	73% 74%	69% 80%	29% 33%	GPS	72% 73%	63% 69%	36% 25%	RWM	61% 62%	60% 74%	21% 17%	<ul style="list-style-type: none">Pupils will have access to high quality, diverse texts.Children will receive monitored and assessed intervention and make progress from their starting points.Children in receipt of PPg will receive Third space maths intervention <p>Impact will be measured through end of year attainment reflecting the increase in number of children entitled to PPg funding reaching the expected standard</p>
Maths	73% 74%	69% 80%	29% 33%										
GPS	72% 73%	63% 69%	36% 25%										
RWM	61% 62%	60% 74%	21% 17%										
<p>2. Attendance improves and is sustained for all our pupils, particularly our disadvantaged pupils</p> <table><tr><td>Attendance Data</td><td>2024-2025</td><td>2023 - 2024</td></tr><tr><td>All Pupils:</td><td>95.6%</td><td>94.5%</td></tr><tr><td>PP Pupils:</td><td>91.7%</td><td>87.4%</td></tr><tr><td>Gap of</td><td>3.9%</td><td>7.1%</td></tr></table>	Attendance Data	2024-2025	2023 - 2024	All Pupils:	95.6%	94.5%	PP Pupils:	91.7%	87.4%	Gap of	3.9%	7.1%	<ul style="list-style-type: none">Attendance is improving term on term, year on year for all pupils and also for disadvantaged pupils <p>Impact will be measured by routinely monitoring attendance data</p> <p>The attendance gap between disadvantaged pupils and their non disadvantaged peers will be reduced by 5%.</p> <p>The percentage of all pupils who are persistently absent will be below 10% and the figure among disadvantaged pupils being no more than 3% below that of their peers.</p>
Attendance Data	2024-2025	2023 - 2024											
All Pupils:	95.6%	94.5%											
PP Pupils:	91.7%	87.4%											
Gap of	3.9%	7.1%											
<p>3. To achieve improved well-being for all pupils in school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none">Staff will have training on therapeutic support strategies, and they will be evident in class practice.Children will have developed self-regulation strategies.SENDCo / pastoral team / headteacher will have identified and supported families and pupils. Barriers will be reduced.Parents will feel involved in school life. Parents will understand how to support their child or where to seek help.Thoughtful support will be drawn upon to support children.EBSA tools will be used to support children.Soft starts and nurture room will be used to support transitions <p>Impact will be measured using qualitative data obtained from pupil voice, pupil and parent surveys and teacher observations.</p> <p>There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils. Currently 33 children attend clubs - this is 40% of our PP cohort.</p>												
<p>4. Improved resilience and regulation</p>	<ul style="list-style-type: none">As a result of self-regulation, behaviour incidents will be reduced.												

	<ul style="list-style-type: none"> Pastoral staff will work with identified children. All staff will have received training on therapeutic thinking and approaches. <p>Impact will be measured through reduced behaviour incidents that have been escalated due to lack of appropriate provision for regulation.</p>
5. Identified and supported speech difficulties and language delays	<ul style="list-style-type: none"> Liaison with nurseries will take place. EYFS children will be screened Autumn 1. NELI, School and Sound Start Interventions for speech will be in place. Intervention for language will be in place <p>Impact will be measured through an increased number of children identified early and support in place.</p>
6. Improved oral language skills	<ul style="list-style-type: none"> Improved oral language skills. Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. "Every lesson is a language lesson." Children in receipt of PPg will be prioritised for Oracy events. <p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

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: £18,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality First Teaching & Learning - developing assessment for learning. This is an academy priority.	<p>EEF Tier 1: Feedback and Explicit Vocabulary Teaching have high impact for moderate cost.</p> <p>EEF Tier 1 (QFT) & Meta-Cognition: AfL strategies have a significant impact (High impact for very low cost). Fostering positive Learning Attitudes links directly to EEF's guidance on Meta-cognition and Self-Regulation.</p>	1, 4
Embedding dialogic activities across the school	There is a strong evidence base that suggests oral language interventions EEF, including dialogic activities such as high-quality	1, 3

<p>curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>This is part of the academy priority on developing learning behaviours</p>	<p>classroom discussion, are inexpensive to implement with high impacts on reading. Dialogic teaching is strongly supported by research for improving meta-cognition and spoken language. The National College highlights its role in consolidating understanding</p>	
<p>Maths Mastery Focus with an emphasis on fluency and deep conceptual understanding.</p> <p>This is an academy priority.</p>	<p>Maths mastery introduction of NCETM materials.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>DfE Mathematics Guidance Key Stages 1 and 2</p> <p>The Improving Mathematics in Key Stages 2 and 3 EEF research is based on a range of the best available evidence.</p> <p>EEF Tier 2 (Targeted): Mastery approaches, when implemented consistently, are effective. Fluency intervention has a positive impact, particularly for those needing to consolidate basic number facts for higher-level problem-solving</p>	1
<p>Phonics training for new staff and refresher for existing staff</p>	<p>Phonics training for new staff and refresher training for existing staff.</p> <p>CPD leading to quality first teaching of phonics has an impact of +5 months on progress.</p> <p>Phonics approaches EEF have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	1
<p>NELI, Sound Start and School Start for early years children to ensure early intervention</p>	<p>Language and sound screening for all children in EYFS.</p> <p>The EEF research shows that oral language interventions EEF can impact progress by +6 months.</p>	1, 2
<p>Behaviour for learning academy priority focusing on self managing / team work / thinking and questioning / reflecting on learning. This addresses non-cognitive skills crucial for academic success and engagement.</p>	<p>EEF Meta-cognition and Self-regulation: High impact for moderate cost (averaging +7 months' progress). Directly addresses the need for students to become independent learners.</p> <p>EEF Self-efficacy/Growth Mindset: Linked closely to successful meta-cognitive strategies. Helps shift the perception of intelligence as fixed to intelligence as malleable.</p> <p>EEF Working Memory Training: While specific training has limited evidence, interventions that teach <i>compensatory strategies</i> (like explicit organisational routines) are effective for improving learning habits.</p>	1, 2, 3, 4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. One to One Tuition EEF Small Group Tuition EEF	1, 2
Additional phonics	Additional phonics intervention sessions and resources targeted at disadvantaged pupils who require further phonics support. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Third Space maths tutoring	Individual online tutoring to support closing gaps in knowledge and understanding.	1,2
Pre teaching	Pre-teaching and individualised instruction can impact progress by +4 months. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. One to One Tuition EEF Small Group Tuition EEF	1, 2
Specific targets for children in receipt of PPg working towards the expected standards	Personalised and targeted support	1, 2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the cost of residential visits and experiences for disadvantaged children	Disadvantaged pupils are at risk of not being able to access the same activities as their peers. Our residential visits are a key part of developing confidence, independence and accessing activities not normally available and so help to develop their cultural capital – this includes the annual visit to the pantomime, and supporting, on a case-by-case basis requests for children to take individual music lessons.	2, 3, 4

	Ofsted: How schools are spending the PP funding effectively	
To provide priority access and financial support for one free club for one term per year for disadvantaged children	<p>Costs can be a limiting factor in disadvantaged children accessing clubs. Accessing provision for sports and arts clubs is key in ensuring inclusion. Disadvantaged children get priority booking and financial support and, if appropriate, access to a club specific to their individual needs.</p> <p>Ofsted: How schools are spending the PP funding effectively Arts Participation EEF</p>	2, 3
Nurture room to provide a space for soft starts and support with transition and regulation	<p>EEF Guidance: The Education Endowment Foundation (EEF) strongly supports Social and Emotional Learning (SEL) interventions, noting a moderate positive impact on attainment (approximately +4 months' progress). Nurture is a structured method for delivering crucial SEL skills (e.g., emotional literacy, empathy, conflict resolution) in a safe environment.</p> <p>The fundamental principle of Nurture Rooms is rooted in Attachment Theory, primarily developed by John Bowlby and Mary Ainsworth.</p>	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>This will involve close liaison between the school's DSL lead and families.</p> <p>DfE Working together to improve school attendance</p>	1, 2, 3, 4
Thought-Full schools	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Research by the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and Emotional Learning EEF</p>	1, 2, 4
Emotional and therapeutic support for children with emotional/trauma and dysregulation	<p>Pupils displaying emotional and behavioural issues often struggle with the regulation of their feelings and some may also have trauma or attachment issues. Significant therapeutic support can make a real difference and is provided by Your Space qualified practitioners and Thought-Full schools.</p> <p>Behaviour Interventions EEF can help to build resilience and positive relationships and reduce disruption, leading to better outcomes (EEF +4 months).</p> <p>Social and Emotional Learning EEF</p>	1, 2, 4
Widen the choice of community events, workshops and information sessions	<p>An increased involvement of parents and carers to support children in their learning and wellbeing.</p> <p>The crucial role of parent involvement in the learning process of students Parental Engagement EEF</p>	2, 3

Total budgeted cost: £117,768.

Outcomes for disadvantaged pupils 2024 - 2025

- 1. The gap between disadvantaged and non-disadvantaged learners (national) will be reduced. Those who have fallen behind will make accelerated progress**

Target: The gap between disadvantaged and non-disadvantaged learners (national) will be reduced.

Gap reduction between 2023/24 and 2024/25

We have demonstrated significant success in closing the attainment gap internally across the majority of year groups, with 10 out of 12 year group/subject attainment gaps narrowing.

- We achieved significant reductions in the gap, particularly in Upper Key Stage 2 literacy (Y4 to Y5 transition), where the attainment gap in both Reading and Writing narrowed by 30 percentage points. Robust gap reductions were also seen in Reading across Key Stage 1 and Lower Key Stage 2.
- End of Key Stage 2 (Y5 to Y6 transition). The gap in Maths widened by 20 percentage points, and the Writing gap widened by 7 percentage points, indicating a need to urgently reinforce subject-specific support for this cohort.

Comparison to National Gaps (2025 Statutory Data)

Our internal gap remains wider than the national gap in several key areas:

- The gap between our disadvantaged and non-disadvantaged pupils was wider than the national gap in Early Years Foundation Stage (EYFS), Key Stage 1 RWM combined (driven by Writing), and Key Stage 2 RWM combined.
- We outperformed the national comparison in the Phonics Screening Check, where the gap in Year 1 was narrower than the national gap.

Target: Those who have fallen behind will make accelerated progress.

Evidence of Accelerated Progress (Progress Data 2024/25)

Acceleration of progress was very strong across most year groups, but particularly across Key Stage 1 and Y6:

- Excellent Early Years Progress: Disadvantaged pupils in Years 1 and 2 demonstrated exceptional progress, achieving 100% Expected & Above progress in all three core subjects: Reading, Writing and Maths.
- Key Stage 2: Progress for the Year 6 cohort, with all subjects achieving 80% Expected & Above progress.

While progress is strong in the early years, a decline in in-year progress was noted in Y4 and 5, impacting overall attainment:

- The most significant area of concern is Year 5, where only 36% of disadvantaged pupils achieved Expected & Above progress in both Reading and Writing.
- Year 4 Writing progress was also a significant concern at 46% Expected & Above.
- Year 3 Writing and Maths showed a slight lag at 70% Expected & Above progress

National Assessments & Qualifications (2025 Data):

Early Years Foundation Stage - Good Level of Development

The number of disadvantaged pupils was not statistically significant in 2025 = 8 pupils

Key Insights:

- Disadvantaged pupils achieved less well than their peers nationally at the end of EYFS in 2025 and the gap between the outcomes achieved by the school's disadvantaged and non-disadvantaged pupils was wider than the national gap.

Priorities for further development:

- To improve attainment and narrow the gap between the school's disadvantaged and non-disadvantaged pupils.

Phonics Screening - % of pupils in Y1 and Y2 meeting the expected phonics standard

	Billingshurst Primary				National	
Yr grp	Y1		Y2		Y1	Y2
	NOR	Result	NOR	Result	Result	Result
All Pupils	89	82%	91	92%	80%	89%
PP	10	70%	12	75%	68%	68%
Not PP	79	84%	79	95%	84%	85%
PP gap		14		20	16	17

Key Insights:

- Disadvantaged pupils achieved better than their peers nationally in the Y1 and Y2 phonics screening check in 2025.
- The gap between the outcomes achieved by the school's disadvantaged and non-disadvantaged pupils in Y1 was narrower than the gap nationally. The Y2 gap was broadly in line.

Priorities for further development:

- Continue to narrow the gap between the school's disadvantaged and non-disadvantaged pupils.

KS1/Y2 - % of pupils meeting the expected standard (EXS)

	Billingshurst Primary					National			
Subject Pupil group	NOR	R	W	M	RWM	R	W	M	RWM *2023 data
All Pupils	92	76%	69%	83%	67%	68%	60%	70%	56%
PP	13	58%	42%	67%	38%	54%	44%	56%	41%
Not PP	79	78%	73%	86%	70%	73%	65%	75%	62%
PP gap		20	29	21	32	19	21	19	21

Key Insights:

- Disadvantaged pupils achieved better than their peers nationally in reading and maths and broadly in line with them in writing in 2025.
- The gap between the outcomes achieved by the school's disadvantaged and non-disadvantaged pupils in reading and maths was similar to the national gap. This gap was wider in writing and therefore RWM combined.

Priorities for further development:

- Continue to narrow the gap between the school's disadvantaged and non-disadvantaged pupils in all areas, but particularly writing

KS2/Y6 - % of pupils meeting the expected standard (EXS)

	Billingshurst Primary					National			
Subject	NOR	R	W	M	RWM	R	W	M	RWM
All Pupils	89	81%	81%	82%	75%	75%	72%	74%	62%
PP	11	42%	25%	33%	17%	62%	58%	53%	46%
Not PP	78	87%	90%	90%	84%	79%	78%	73%	67%
PP gap		45	65	57	67	17	20	20	21

Key Insights:

- Disadvantaged pupils achieved less well than their peers nationally at the end of KS2 in 2025 and the gap between the outcomes achieved by the school's disadvantaged and non-disadvantaged pupils was wider than the national gap.

Priorities for further development:

- To improve attainment and narrow the gap between the school's disadvantaged and non-disadvantaged pupils.

Attainment Y1-6 July 2025

Information from in-school summative and formative assessments.

Commentary

A comparison of the Pupil Premium (PP) attainment gaps between the 2023/24 and 2024/25, shows a largely positive trend, with 10 out of 12 year group/subject attainment gaps narrowing..

The attainment gaps for the current Year 1 cohort are relatively narrow, demonstrating strong EYFS provision: a 7-point gap in Reading, a 12-point gap in Writing, and an 11-point gap in Maths.

Key Stage 1

Progress is strong and consistent across Key Stage 1.

- Reading saw a reduction of 22 points in the gap, Maths a 17 point reduction and Writing a 9-point reduction.

Lower KS2

This phase showed improvements, particularly in Year 3.

- Y2 to Y3: Significant gap reduction in literacy. The Writing gap narrowed by 29 points, and Reading narrowed by 23 points. Maths gap reduced by 3 points.
- Y3 to Y4: Reading gap narrowed by 22 points. Maths gap reduced by 14 points. The Writing gap saw a reduction of 4 points

Upper KS2

Performance was variable

- Year 4 to Year 5: The gap narrowed significantly in literacy, with the gap in both Reading and Writing narrowing by 30 points in each subject
- Y5 to Y6: Reading reduction in the gap by 22 points
- Both Writing and Maths saw regression.
 - The Writing gap widened by 7 points.
 - The Maths gap widened by 20 points.

(At/Above Expected)									
		2023/4				2024/5			
Yr	Subject	Not Dis	Dis	PP Gap		Not Dis	Dis	PP Gap	Gap diff to 2024
EY	Reading				Y1	71%	64%	7	
	Writing					76%	64%	12	
	Maths					84%	73%	11	
Y1	Reading	77%	30%	47	Y2	79%	54% ↑	25	-22
	Writing	76%	30%	46		73%	42% ↑	31	-9
	Maths	79%	40%	39		86%	64% ↑	22	-17
Y2	Reading	86%	33%	53	Y3	87%	57% ↑	30	-23
	Writing	71%	25%	64		78%	44% ↑	35	-29
	Maths	78%	25%	53		86%	36% ↑	50	-3
Y3	Reading	82%	27%	55	Y4	83%	50% ↑	33	-22

	Writing	67%	27%	50		69%	23% ↓	46	-4
	Maths	74%	38%	36		73%	39% ↑	22	-14
Y4	Reading	85%	40%	45	Y5	79%	64% ↑	15	-30
	Writing	67%	20%	47		72%	55% ↑	17	-30
	Maths	80%	50%	30		66%	36% ↓	30	=
Y5	Reading	83%	25%	58	Y6	86%	41% ↑	36	-22
	Writing	73%	17%	56		88%	25% ↑	63	+7
	Maths	68%	33%	35		88%	33% =	55	+20

↑ ↓ = - shows difference in attainment % compared with 2024

Progress 2024/25

Commentary

- Y1 and Y2 Disadvantaged pupils achieved 100% Expected & Above in all three subjects (Reading, Writing, Maths).
- Year 3 Reading is strong: Reading progress for Year 3 Disadvantaged pupils is 100% Expected & Above.
- Year 3 Writing and Maths for Year 3 Disadvantaged pupils are the weakest subjects in that year, both at 70% Expected & Above (30% Below Expected).
- The largest progress gap (Below Expected vs. Expected & Above) was in Y4 and Y5, with Reading and Writing progress in 5 both at 36%. Year 4 Writing is also a significant concern at 46%. 10% of the pupils had a dual need to disadvantage and ppg in year 4. Of the 13 ppg pupils, 69% have additional special educational needs. In year 5, 2 out of the 4 pupils not achieving expected levels are being supported through EBSA intervention and one has English as an additional language. These pupils are receiving further targeted support 2025 -2026.
- Year 6 Improvement: Progress recovered strongly in Year 6, with all subjects achieving 80% Expected & Above.

Year Group	Subject	Expected & Above progress
Year 1	Reading	100%
	Writing	100%
	Maths	100%

Year 2	Reading	100%
	Writing	100%
	Maths	100%
Year 3	Reading	100%
	Writing	70%
	Maths	70%
Year 4	Reading	62%
	Writing	46%
	Maths	69%
Year 5	Reading	36%
	Writing	36%
	Maths	55%
Year 6	Reading	80%
	Writing	80%
	Maths	80%

2. Attendance improves and is sustained for all our pupils, particularly our disadvantaged pupils

	2023/24	2024/25
All Pupils		
Attendance	94.2%	95.4%
Persistently Absent	12.6%	10.7%
Disadvantaged pupils		
Attendance	87.5%	92%
Persistently Absent	37%	28.2%

Impact of Previous Attendance Strategies

The school's data shows a reduction in persistent absence rates across both groups from the 2023/2024 academic year to 2024/2025, demonstrating the positive impact of the school's strategy:

- Disadvantaged Pupils PA Reduction: Decreased from 37% to 28.2%.
 - This is a reduction of 8.8 percentage points.

Attendance Gap Reduction

The difference in PA rates between the two groups narrowed significantly:

- PA Gap 2023/24: $37\% - 12.6\% = 24.4$ percentage points.
- PA Gap 2024/25: $28.2\% - 10.7\% = 17.5$ percentage points.



The reduction in the overall PA gap by 6.9 percentage points (24.4% - 17.5%) indicates that the school's efforts have been *more* effective in improving persistent attendance for disadvantaged pupils than for the overall pupil population, directly addressing the disadvantage gap.

Specific Strategy Review

The attendance action plan details several strategies that were ongoing or planned, which contributed to this success:

- **Family Engagement & Barrier Removal:** Actions included contacting families when attendance drops below a certain threshold to understand and address barriers, offering attendance meetings/support, and referring to external agencies. Clear referral processes are in place to seek help for example Early help and enabling families. The school's designated safeguarding lead works closely with families and develops positive relationships and therefore engagement..This directly targets the complex reasons for persistent absence and resulted in the significant drop in the disadvantaged PA rate.
- **Targeted Monitoring:** The plan includes specific monitoring and action for Pupil Premium (disadvantaged) children as a separate group, with termly focus on attendance and attainment in pupil progress meetings.
- **Early Identification:** Half-termly meetings with attendance admin to identify patterns and children for early intervention.

The evidence demonstrates that the strategies targeting support and close monitoring for disadvantaged pupils were instrumental in reducing their persistent absence rate and narrowing the attendance gap. This is an ongoing target as there is more to do.

3. To achieve improved well-being for all pupils in school, particularly our disadvantaged pupils.

Impact will be measured using qualitative data obtained from pupil voice, pupil and parent surveys and teacher observations.

There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils.

Sustained high levels of well-being demonstrated by:

Qualitative data gathered from pupil voice, parent surveys, and teacher observations demonstrates sustained high levels of pupil well-being across the school. The implementation of staff training on therapeutic support strategies is evident in class practice, and the use of EBSA tools and 'soft starts' has successfully supported transitions and reduced barriers to learning. Crucially, participation in enrichment activities has increased among disadvantaged pupils, with the percentage of the Pupil Premium (PP) cohort attending clubs rising above the target set.

4. Improved resilience and regulation

Impact will be measured through reduced behaviour incidents that have been escalated due to lack of appropriate provision for regulation.

All staff received training on therapeutic thinking and approaches.

Pastoral support systems and planned environments have better enabled children to regulate. Staff received training and are receiving ongoing training around regulation and inclusion.

Regular monitoring including learning walks, pupil voice and book looks demonstrated an increased level of motivation and engagement. This continues to be a focus as the PPg is monitored as a group x3 times a year.

The implementation of self-regulation strategies, supported by whole-staff training on therapeutic thinking and dedicated pastoral staff working with identified children, has led to a sustained reduction in behaviour incidents. Specifically, the number of escalated behaviour incidents resulting from a lack of appropriate provision for regulation has been significantly reduced, demonstrating that the planned support systems have enabled children to regulate more effectively

5. Identified and supported speech difficulties and language delays

Impact will be measured through an increased number of children identified early and support in place.

The early identification process has been enhanced and is operating effectively. Successful liaison with nurseries and the mandatory EYFS screening in Autumn 1 have resulted in an increased number of children being identified earlier. As a result, all identified children now have appropriate support in place, with school-based, and 'Sound Start' interventions running with fidelity and demonstrating positive progress from pupils' starting points

6. Improved oral language skills

Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. "Every lesson is a language lesson."

Children in receipt of PPg were prioritised for Oracy events

Vocabulary was pre-taught which enabled children with low levels of language acquisition to access the learning. Tier 3 vocabulary was used to support subjects cross curricular. This objective is continuing this year.

Pupil voice and pupil leadership enabled children to develop their voice in the school. Children can talk about their aspirations confidently. Pupil groups e.g. school council enabled children to speak in different contexts and meet with external adults from different sectors of employment and the Arts

Assessments and observations, triangulated with evidence from engagement in lessons, book scrutiny, and ongoing formative assessment, confirm a significant improvement in oral language skills among disadvantaged pupils. The whole-school approach, including the 'Every lesson is a language lesson' focus, and the prioritisation of PPg children for Oracy events, has improved their communication skills, boosted their confidence, and increased their capacity to access the wider curriculum.

Additional funding to PPg is sought from different charities and faith groups to ensure basic needs are met and the children are ready and able to attend school.

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
Read write inc	Ruth Miskin / Oxford press
Third space maths	Maths Hub

Further information

Billingshurst Primary Academy's pupil premium strategy will be supplemented by additional activity not funded by pupil premium money. This will include:

- Developing the inclusive classroom with excellent quality first teaching.
- Encouraging and supporting disadvantaged children to access a wide range of cross curricular activities.
- Accessing charity and church funding to supplement support given to disadvantaged children.
- Regular visits to the village library for pupils in receipt of PPg.

Billingshurst Primary Academy is following the tiered approach to planning and reviewing which is detailed below.

- In planning our new pupil premium strategy, we evaluated why interventions and support had not had the desired impact we had planned and adjusted accordingly.
- Evidence and data is taken from a variety of places, including internal assessments, book scrutinies, planning, pupil interviews and teacher discussions. Parents are also met with.
- Meetings are held x3 yearly to discuss impact and progress with teachers. Interventions are then planned and adapted accordingly.
- We used the EEF implementation guidance and associated reports and research paper about effective use of pupil premium funding to help us deliver our strategy and will continue to use this to help us plan and evaluate.
- The PPg governor, Sue Samson, attends meetings, conducts pupil conferencing, samples work and meets with SLT to monitor and challenge plans, spending and impact.

Billingshurst Primary Academy has an open-door policy with PPg parents. [Parental Engagement | EEF](#) has a positive impact on average of 4 months' additional progress.