

Pupil premium strategy statement Baslow St. Anne's C of E Primary School report on end of academic year

2025-26 and plan for 2026/27

Baslow St. Anne's C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	123 (academic year 2026/27)
Proportion (%) of pupil premium eligible pupils (targeted) FSM expanded	3 = 2.4% 3 = 2.4%
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)	2026-2029
Date this statement was published	31.7.2026
Date on which it will be reviewed	8.12.2026/ 30/3/2027/ 6.7.2027
Statement authorised by	Marie Clark
Pupil premium lead	Marie Clark
Governor / Trustee lead	D Harrex

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,650
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
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>	£4,650

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas supported through the school with our clear vision of 'Life in all its fullness' and underpinned with our core values: respect, kindness and diversity, living a life in all its fullness.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goal, ensuring optimum progress is made by all children.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, family discord. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, evidence based from assessment, pupil/parent/teacher voice and feedback, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<i>Emotional and mental regulation/ family split</i>
2	Gaps in key areas of learning eg: phonics/maths fundamentals

	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have some gaps/non-secured phonics, impacting on reading and writing than their peers Our in-year disadvantage generally arrives below age expectations for reading and with gaps in their phonics.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 'sticky learning' of maths fundamentals is shown to be lower than that of their peers and extra support/intervention is required to embed.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of some of our disadvantaged pupils are dysregulated due to family split and out of school contextual factors. Support through Zones of Regulation, EHO, calm club and wellbeing Monday has been implemented to support the children and families.
5	Our/Zones of Regulation feedback, observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils, with some working alongside Early Help Offer and Changing Lives partnership. Support is required to manage emotions/mindset/mental health/resilience/confidence to ensure that strong teaching and learning can have the most effective outcome. Zones of Regulation is internally delivered to support/ Mental Wellbeing Club/ EHO/Changing Lives

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
<i>Support with emotions/regulations/confidence/resilience/</i>	Participated in Zones of Regulation, self-tool box to support the management of emotions. Children articulating how they are feeling and what strategies they are employing to build self-resilience and confidence.
Intervention of Lexia (may move to Nessy from January 2027)	All PP children to access Lexia to push higher attainers and support lower. Gaps in phonics closing and at least age expected
Further support in areas for boosting ie: maths fundamentals number bonds/times tables small group booster.	Confident in basic learning of maths and know age appropriate times tables/number bonds etc. Learning sticks to enable application.

	Maths club after school for some of the school year.
Improved reading attainment among disadvantaged pupils.	Gaps closing in reading outcomes and all PP children confident in their reading and application of reading skills
Improved maths attainment for disadvantaged pupils at the end of KS2.	Gaps closing in maths' outcomes and all PP children confident in their mathematical knowledge and skill and effective application of mathematical skills
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations PP children fully participate in enrichment activities/leading roles within school (PP & SEND children participating in extra-curricular opportunities such as: choir, musical theatre, STEM, Coding, football, art

Activity in this academic year

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 1368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>Lexia (may move to Nessy)</i> <i>Maths club and boost for sticky learning + x tables club</i>	Consistent online tool to support the closing of gaps in phonics and reading – short bursts independently carried out by the children at least 3 times a week To boost fluency in maths to increase confidence to apply and ensure sticky learning	2, 3 + 4

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

Budgeted cost: £2926

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>Zones of Regulation</i>	Qualified teacher led sessions building up consistent relationship, backed with Wellbeing club	1,4 + 5
<i>Calm Club and wellbeing intervention</i>	SENTA running calm club including producing podcasts/talk time (encouraging boys to talk)	1,4 + 5

Total budgeted cost: £4294

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes for 2025-26 were met with targets met for all PP children apart from one in reading Y3 who was just below. Ukrainian children made significant progress.

Y6 PP all met at least their target, one exceeded and gained greater depth.

All planned PP intervention/support was actioned with effective outcomes. Positive feedback (see questionnaire outcomes 2026) from staff/pupils/parents and resource effective ie: Lexia up and running TLA monitoring and assessing impact, mental health and Zen Den fully in place and additional TLA boost.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia reading/phonics programme	Lexia UK
Changing Lives therapy/family support	Changing Lives Charity
EHO parent forum/cafes/family support	LMS EHO

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

No service children

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.