

Pupil premium strategy statement

This statement details our school's use of pupil premium for 2026-2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Booth Wood Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	30 pupils (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date reviewed	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Heather Sharpe
Pupil premium lead	Amanda Hall
Governor / Trustee lead	Bev Bambrough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60490
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	£60490

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is looked at alongside research conducted by the EEF toolkit and other organisations. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in the early years are lower for pupil premium children than for non-pupil premium children. This slows the progress of reading.
2	Pupil premium often have more limited experiences of the wider world than non-pupil premium children.

3	Pupil premium children have less access to the wider curriculum. For example, music, sport and life experiences.
4	Attendance of pupil premium children is sometimes lower than that of non-pupil premium children.
5	Many pupil premium children face emotional challenges that can impact their wellbeing and learning.
6	Not all disadvantaged pupils make sufficient progress to diminish and, where possible, eliminate attainment differences between themselves and their peers by the end of Year 6.

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
There will be no gaps in the reading progress and attainment of all pupils.	At the end of KS2 pupil premium children will be making at least expected progress in reading and attainment will be above that of pupil premium children nationally.
There will be no significant differences in mathematics attainment and progress between disadvantaged pupils and their peers.	By the end of Key Stage 2, disadvantaged pupils will make at least expected progress in mathematics and achieve outcomes that exceed those of disadvantaged pupils nationally.
All children can communicate effectively and confidently.	By the end of KS2, PP children attainment in speaking and listening is at least as good as non-PP children.
All children are afforded the same experiences within school setting.	All children have regular opportunities to experience either in or out of school visits, sporting activities, music lessons, private swimming lessons. Ipad for every child in Y1 onwards.
Improved attendance rates for pupils eligible for pupil premium.	By targeting children with bespoke support and offering reduced breakfast, after school and sports clubs plus the incentive of the end of year 100% attendance prize, attendance rates will rise.
Children build coping strategies, self-confidence, and emotional awareness.	Improved engagement in class, stronger peer relationships, and increased readiness to learn in and out of the classroom.

Activity in this academic year

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

Teaching

Budgeted cost: £540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Staff trained to deliver RWI with fidelity to the scheme. Children grouped into appropriate levels (cross lower years) Matching & monitoring of reading books to phonic ability (inc ditties)	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Phonics EEF (educationendowmentfoundation.org.uk)	1
Deliver high-quality, evidence-informed mathematics teaching through a well-sequenced curriculum and consistent use of assessment to identify and address misconceptions.	The EEF highlights that high-quality teaching has the greatest impact on closing the disadvantage gap. Effective formative assessment and responsive teaching can provide significant gains in pupil progress.	6
Develop pupils' mathematical fluency through regular practice, retrieval activities and mastery approaches.	Mathematics mastery approaches support disadvantaged pupils by building strong conceptual understanding and reducing gaps in foundational knowledge.	6
Enhance teachers' subject knowledge and pedagogical expertise through high-quality	Sustained professional development improves teaching quality, leading to better pupil outcomes, particularly for disadvantaged learners.	6

professional development in mathematics.		
Use assessment information to identify disadvantaged pupils at risk of falling behind and provide timely support.	Early identification and intervention help prevent gaps from widening and ensure pupils receive support before misconceptions become entrenched.	6
Increase parental engagement in supporting mathematics learning through workshops, resources and home-learning opportunities.	Evidence suggests that effective parental engagement can contribute to additional months of progress and improve pupils' attitudes towards learning.	6
Ensure disadvantaged pupils have access to mathematical enrichment opportunities, reasoning activities and problem-solving experiences.	Providing rich mathematical experiences helps raise aspirations, develop confidence and improve attainment in mathematics.	6

Targeted academic support

Budgeted cost: £ 24871

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house speech and language targeted support	Education Endowment Foundation (EEF) says that: The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking,	1,2

	listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small number of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to- one also has larger impacts. The attainment gap between disadvantaged children and their more affluent peers starts early in education and continues throughout schooling. Interventions that target spoken language skills in children's early years have significant potential to narrow this gap. We decided to employ a speech and language teaching assistant who provides bespoke intervention for all children who require support with communication and language.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1
Provide targeted mathematics interventions for disadvantaged pupils who require additional support to secure key concepts and fluency.	Research shows that targeted small-group and one-to-one tuition can have a positive impact on attainment when interventions are carefully planned, monitored and linked to classroom learning.	6

Wider strategies

Budgeted cost: £ 35079

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health and well being	Emotional literacy work in schools is supported by educational psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need. Emotional literacy is about developing a respectful relationship in which the young person is enabled to think about their situation without feeling judged or criticised. It is intended to be short-term, purposeful support, that helps to develop new skills or coping strategies, thus enabling the pupil to experience greater success. Our mental health and well-being lead has been expertly trained to plan and deliver programmes to support the emotional needs of pupils. The majority of support is delivered on an individual basis, but sometimes small group work is more effective, especially when developing social skills. The sessions are fun and uses a range of activities such as: board game club, forest school and cooking club. The sessions take place in our 'Rainbow Room' which provides a calm, safe place for the children to feel supported and comfortable. Children are usually referred for emotional support by the class teacher. The referral is then assessed and, if the child requires a weekly programme (lasting 6-8 weeks), then this is planned and put in place for them. With the programme aims in mind, we provide supportive sessions to facilitate the pupil in developing the new skills and strategies they need.	1,2,3,4,5
Social communication groups in the forest	There has been a lot of research recently around the benefits of social communication groups that take place in the forest. Forest School is a place where: Children are encouraged to work with each other in the pursuit of tasks that need more than one pair of hands, e.g. sawing a log or building a shelter. Materials and tools are shared.	1,2,3,4,5

	Children are given the freedom to play independently of adult intervention or are guided by the rules of games that encourage co-operation. Benefits As a result: Children become accustomed to working independently from adults, and with each other. They gain an increased awareness of others' personal space and are able to form new friendships as they identify abilities that are valued by their peers. They learn what can be achieved with more than one pair of hands. Example behaviours as a result of this intervention: Children negotiating with each other to achieve group tasks. Demonstrations of 'pro-social' or pro-actively helpful behaviour. Children relating positively to members of their peer group. Joining in with group activities or encouraging others to do so.	
Ensure all PP children have access to extra-curricular and curriculum enhancing experiences (residential, after school clubs and KS2 SATs enhancement lessons)	<i>Based on a 6 year research project 'Learning Away'–</i> Improving students' knowledge, skills and understanding In long-term follow-up studies, 82 % of KS2 pupils said their teachers and lessons on the residential helped them to learn. Improving students' resilience, self-confidence and wellbeing 78 % of KS2 pupils felt more confident to try new things they would not have done before the residential. Boosting cohesion and a sense of belonging 82 % of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.	2,3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Homework clubs provide vital support for children who do not otherwise have the help that they need. – Govt study	
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Total budgeted cost: £ 60490

Pupil Premium Grant Funded: £60490

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Aim	Impact	Lessons Learned
There will be no gaps in the reading progress and attainment of all pupils by the time they reach Key Stage 2 Statutory assessments Tests.	83% of PP children achieved expected standard and 33% above standards in Reading, achieving higher than PP and Non-PP children nationally. 83% of PP children achieved expected standards in Writing, achieving higher than PP and Non-PP children nationally. 100% of PP children achieved expected standard and 33% above standards in Maths, achieving higher than PP and Non-PP children nationally.	Excellent programmes and support in place has allowed our PP children to exceed nationally when compared to PP children and also non PP nationally. As an ambitious school we want to close the gap further between our PP children and our non-PP children within our own school.
All children can communicate effectively and confidently.	By the end of KS2, our PP children attainment in speaking and listening is at least as good as non-PP children.	The support in place from reception years upward given by our speech and language specialist has ensured that all our children leave the school meeting the speaking and listening requirement of the national curriculum and beyond.
All children are afforded the same experiences within school setting.	All our PP children have regular opportunities to experience either in or out of school visits, sporting activities, music lessons, private	The children are proud of their ability to represent school at sporting events and participate in many activities they would otherwise never

	swimming lessons. lpad for every child in Y1 onwards.	experience, such as working with members of the London Opera societies and taking part in sporting events meeting inspirational Olympians and Paralympians.
Improved attendance rates for pupils eligible for pupil premium.	At the end of the academic year the PP children's attendance rate was above national, but still is not in line with the non PP children within the school.	Whole class incentives continue to work, and some individual ones do too. Detailed analysis of individual PP children with lower than 95% attendance has now highlighted children (and families) who will have support. As a school we better understand families and how to help them reduce barriers to poor attendance.

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 Phonics	Ruth Miskin Read, Write Inc
1-1 phonics	Ruth Miskin Read, Write Inc