

Pupil premium strategy statement - Bitterne Manor Primary School

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	225
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 (Targets are set for one year but strategies are intended to be in place for 3 years, dependent on annual review)
Date this statement was published	06/11/2025
Date on which it will be reviewed	October 2026
Statement authorised by	Governors
Pupil premium lead	Kim Abbott
Governor / Trustee lead	David Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114.570
Total budget for this academic year	£114,750

Part A: Pupil premium strategy plan

Statement of intent

At Bitterne Manor Primary School, we have high standards and expectations. Working together as a dedicated team, we strive to provide every child with the very best education and opportunities to succeed. We understand that each child is unique, and we are committed to creating a safe, happy, and stimulating environment where everyone is valued and encouraged to reach their full potential.

Our school vision and values, *“Our family nurtures potential by building Brave hearts, Motivated minds, Proud voices, and Supportive connections. Turning curiosity into lifelong discovery”*, are at the heart of everything we do and guide all aspects of our strategic improvement work.

Our key aims are to:

- ensure that our teaching and learning opportunities meet the needs of all pupils.
- ensure that appropriate provision is made to meet the needs of pupils who belong to vulnerable groups, which includes those from socially or economically disadvantaged backgrounds.
- ensure that the funding is used appropriately to meet the needs of any pupils at risk of underachievement, who are in receipt of free school meals. We also reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- allocate funding following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all pupils receiving Free School Meals will be in receipt of Pupil Premium interventions at one time.

NB. In making provision for socially disadvantaged pupils, we recognise that not every child in receipt of free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and language (evidence EYFS Baseline Assessments, Reading Fluency Assessments, Salford Reading test analysis, end of year assessment reviews, book scrutiny and Special Educational Needs and Disabilities information). This barrier impacts on inference in reading, vocabulary choices and quality of writing and the ability to reason and communicate in maths.

2	Low levels of parental literacy / numeracy and/or mental health needs, means that parents are not able to support with home learning, particularly for those children with higher levels of need (SEN/emotional) so that basic skills become automatic
3	Lower levels of resilience and resourcefulness, in some cases lower self-belief.
4	A small number of pupils have multiple complex barriers to learning including SEND. Whilst this is addressed in part through the SEND budget, additional resources are needed to ensure pupils can access class learning. This is particularly around complex speech and language needs, learning behaviour, and emotional literacy.
5	Lack of wider experiences beyond the school, often costly (e.g. music, sport and visits) which reduces the opportunities children have to practice, apply and enrich their learning.
6	Higher levels of absence which impacts on pupil outcomes and progress. Gaps in learning also develop as pupils miss out on developing and securing key skills.
7	Difficulties with language acquisition, which impacts on all reading and writing.
8	Many of our disadvantaged pupils have limited life experiences beyond the immediate vicinity of their homes, which leads to them struggling to make conceptual links across the curriculum and them having a very limited world view.
9	A high proportion of pupils exhibit behaviours reflecting poor mental health and wellbeing.
10	Disadvantaged pupils are at greater risk of suspension due to disruptive or unsafe behaviour in school.

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
Improved outcomes for disadvantaged learners, based on their starting points.	80% of disadvantaged learners to be working at ARE in Maths, Reading and Writing in all year groups, based on summative termly tests used to inform teacher assessment and end of key stage outcomes.
Improved attendance of disadvantaged pupils and a reduction in persistent absentees.	96% attendance across all groups, including disadvantaged pupils and percentage of persistent absences to be reduced.
Maintain low level of exclusions and further reduce behaviour incidences	Five or less fixed term or permanent exclusions.

	Number of logged behaviour incidences to be reduced.
A greater proportion of disadvantaged pupils to be working at greater depth across the curriculum.	15% of disadvantaged pupils to reach GDS or higher standard in Reading, Writing and Maths at the end of KS2.
Improved community involvement	Percentage of pupils engaging with the community award, taking on responsibilities in school, and engaging with clubs will be equal to their peers.

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: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Training	Lexia was introduced to the school as part of an EEF trial. This has proved effective in supporting pupils who are reluctant readers or who find reading challenging. Further training will be provided to staff this academic year and there are 50 licences available for use with disadvantaged pupils being prioritised. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1,2,3,4,7
Reading Charter	Completion of Bronze level. Raising standards in reading provision and reading for pleasure. https://www.gov.uk/government/news/new-education-and-skills-measures-announced--2	1,2,3,4,7
Supporting Early Language Development Training	Training links to Reading Charter and raises the profile of vocabulary in EYFS/KS1 children. Should see greater impact as training is rolled out to other staff	1, 4, 7
Adaptive Teaching strategies training	Adaptive teaching helps disadvantaged, SEND, and EAL pupils access learning alongside their peers. Evidence (EEF, 2023) shows that targeted adaptation can accelerate progress, particularly in literacy and maths.	1,4, 6, 7

Additional Release for Class Teachers	<p>Additional release time given to class teachers to ensure that they have adequate time to prepare high quality, engaging lessons and resources that meet the needs of all pupils. This also allows teachers time with SLT, who are able to coach in the planning and delivery of quality first teaching and learning. It also supports with the retention of staff.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</p>	1,4
Makaton training	<p>Makaton training equips staff with a shared system of signs and symbols that supports pupils' understanding, communication, and participation in learning. It particularly benefits pupils with SEND, speech delay, or EAL, while promoting inclusion and reducing barriers to engagement across the school. This approach enhances pupil confidence, reduces frustration, and fosters a calm, supportive learning environment for all.</p>	1, 4, 7

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

Budgeted cost: £120,000 (partially funded by notional SEN budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minimum of one teaching assistant in each year group to enable same day interventions, based on teachers' assessment for learning during lessons.	The EEF state: 'Compliance analysis suggests that pupils in schools that implemented Same Day Intervention as the programme developer intended may have made, on average, two months additional progress in mathematics compared to pupils in control schools.'	1,2,7
Bottom 30% of pupils have daily 1:1 phonics intervention or Lexia.	<p>Strategy used in 2023/24: 90% (27/30) pupils passed the phonics screening.</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Lexia helps to solidify phonics skills to promote strong foundations for reading and provide early intervention for struggling readers.</p>	1, 2, 7
Zones of Regulation Training	This approach has been shown to reduce behaviour incidents, increase emotional resilience, and improve readiness to learn,	3, 4, 9, 10

	particularly benefiting disadvantaged and SEND pupils who may struggle with emotional literacy or self-control.	
Attention Autism Training	An intervention to improve children's ability to sustain focus, share attention and increase participation in group activities.	1, 4, ,10
Book Buddies	Older pupils read with struggling and disadvantaged pupils twice per week for 15 minutes. Those pupils who do not receive support at home are prioritised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 7

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Support	Trained ELSA works across year groups to provide intervention particularly targeting social interaction skills and building resilience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 6, 9
Educational Welfare Support – six days across the year	AHT leads on attendance. Attendance for disadvantaged pupils at the end of the academic year was 93%.	6
Education Psychology service level agreement – 6 purchased days in addition to statutory work.	This support helps to identify specific needs of individual and groups of pupils and how best to support them in school.	3,9, 10
Introduction of a new behaviour and relational policy based on a restorative approach and teaching pupils self regulation	This supports pupils to take control over their behaviour and be responsible for the consequences of it. https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative	3,9,10
Extra-curricular community sporting opportunities and trips to enhance the curriculum	This provides pupils the opportunity to participate in sporting events outside of school and participate in school trips. These are either fully or partially funded. Year groups to have one school trip each half term.	5, 8

	https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months	
Range of extra-curricular activities including dance, computing and karate available.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	5,8
Uniform grant	Pupils eligible for the PPG are given a uniform allowance of £30 per academic year to purchase school uniform. Enabling all pupils to wear the same uniform ensures they look smart, gives the school an identity and gives every child a sense of belonging. https://www.simplypsychology.org/maslow.html	9
School milk and breakfast if needed	Pupils eligible for the PPG are provided with milk daily and if they have not had breakfast this will be offered. Pupils in KS2 will be offered fruit if they do not have a snack. https://www.simplypsychology.org/maslow.html	9
Developing active parental engagement	Parents are being targeted through a range of strategies including: meet and greets with the children in Year R; targeted SENCO support; parental workshops e.g. on anxiety; challenging behaviour; phonics and maths and through having an open-door policy. The PTA runs well attended events such as a Christmas Fayre, discos and a Father's Day celebration.	2,4,6
Development of the curriculum	Maestro curriculum and Literacy Tree purchased and continues to be adapted for use with our learners to support their conceptual links.	8

Total budgeted cost: £221,000 (This is partially funded from the SEN Notional budget)

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

Academic Year 2024-2025	
Intended Outcome:	Result:
Improved attendance	The overall attendance of PP pupils in 2024-2025 was 93% compared to 92.1% in the academic year 2023-2024
Improved phonics in KS1	80% of PP pupils met the expected standard in the phonics screening check at the end of year 1. This was well above the national average of 67% for disadvantaged pupils.
Attainment in reading, writing and maths to be at least in line with national expectations	At the end of Key Stage 2, 29% of disadvantaged pupils achieved Age Related Expectation (ARE) in reading, writing and maths combined. This was below the national average of 62%. Actions are in place to improve this outcome in 2024/2025.
Maintain low levels of exclusions and reduce behaviour incidents	3 pupils received a suspension during the last academic year. The children involved all have additional needs and either have an EHCP or are in the process of an EHCP needs assessment request. All staff have now received Zones of Regulation training from the Educational Psychology Service.
Improved community involvement	Pupils had the opportunity to participate in National Gardening Week and The Shakespeare Festival, as well as school trips.. A strong emphasis is placed on physical development with children participating in events such as the Great Athletes Event, Hampshire Games and track and field competitions.

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
Phonics Bug & Bub Club	Pearsons
Maestro Curriculum	Cornerstones
Lexia Core 5 Reading	Lexia
Zones of Regulation	EP service

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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