

Pupil premium strategy statement – Bordesley Green 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	619
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	K. Holmes Headteacher
Pupil premium lead	L. Burgess Deputy Headteacher
Governor / Trustee lead	P. Clayton PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 449,955
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>	£ 449,955

Part A: Pupil premium strategy plan

Statement of intent

At Bordesley Green Primary school, our intention is that all pupils, regardless of their backgrounds and the challenges they face, make good progress from their starting points and achieve their full potential. The focus of our pupil premium strategy is to ensure that this is the case for all of our disadvantaged pupils, by identifying the most common barriers to learning that they regularly face and setting out how we intend to support them to overcome these barriers. We aim to ensure that the strategies we put in place challenge all disadvantaged pupils including our more-able disadvantaged children, those working at the expected stage and those with additional SEND needs.

High quality teaching and interventions are at the heart of our approach. We recognise that is quality first teaching for all pupils, alongside purposeful intervention based on the gaps in pupils learning, are the most effective strategies to close the disadvantage attainment gap whilst at the same time benefiting all of our pupils in school.

We also acknowledge that many of our children will need targeted support for their social, emotional and behaviour needs in order to reach their full potential. For this reason, we aim to offer a range of extracurricular activities to broaden the ambitions of our disadvantaged pupils and their families. This includes using our funding to support initiatives such as OOHL clubs, trips, residentials and breakfast clubs as well as funding specialised staff such as learning mentors, speech and language therapists, art therapists and parent support workers.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing attainment gap across Reading, Writing and Maths. Statutory assessments, as well as internal data, indicates that although the attainment gap in reading, writing and maths at the end of KS2 has closed within the school over the last 3 years, disadvantaged pupils are still not achieving as well as non-disadvantaged pupils. (gap of 7.7% for combined at end of KS2 2025 within school)
2	Language and Communication EYFS on-entry data shows that the oracy and verbal communication of our pupils is significantly behind that of others (national average) on entry to reception.

	<p>Our school population is very diverse with 21 different languages currently being spoken, in addition to several non-verbal children with additional communication needs.</p> <p>On entry into Reception in 2025, 100% of our pupils arrived significantly below age-related expectations in all areas of the curriculum, but particularly in Listening, Attention and Understanding and Speaking.</p>
3	<p>High mobility</p> <p>Due to the high levels of rental properties in the area, combined with the central location of the school within the city, Bordesley Green Primary has much higher than average levels of mobility within the school. Pupils often arrive in the school, new to the country, and families will move on to other areas once they are settled and/or return to their country of origin. This makes tracking and supporting pupils to close gaps through intervention particularly difficult. During the academic year 24-25, we had 33 pupils leave or school due to moving out of the area. We admitted 48 new pupils during the same period, 50% of whom had no previous UK schooling/were new to the country.</p>
4	<p>Lack of enrichment opportunities</p> <p>The deprivation levels in the locality of the school mean that many of our families struggle financially. This often means our disadvantaged pupils lack wider enrichment experiences outside of school and can sometimes struggle to engage in the curriculum. This can limit aspiration and context for learning.</p>
5	<p>Mental Health and Well-being</p> <p>In recent years the number of children struggling with social, emotional and mental health difficulties has increased significantly. The recent cost of living crisis has resulted in many families living in poverty with some being made homeless and having to move to overcrowded, temporary housing. Many children struggle to regulate their emotions and this impacts on their learning.</p>
6	<p>Attendance and punctuality issues.</p> <p>Although we managed to close the difference in attendance within school between disadvantaged children and non-disadvantaged children over the last few years, attendance for disadvantaged children is still below expected levels and needs to improve further.</p>
7	<p>Parental engagement</p> <p>Although the number of parents engaging in school life has increased in recent years, this still remains a concern for some of our disadvantaged pupils for a number of reasons, including language barriers, socio-economic difficulties and low levels of literacy.</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 outcome	Success criteria
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2	KS2 outcomes in 2026/2027 will show the gap in attainment between disadvantaged pupils and non-disadvantaged pupils will have closed (current RWM combined gap is 7.7%).
Improved oral language and communication skills, particularly for our disadvantaged pupils.	Assessments and observations indicate a significant improvement in spoken language and vocabulary by the end of EYFS. Language interventions, such as WellComm, will have resulted in rapid progress for disadvantaged children involved.
Increased numbers of disadvantaged children will be fully engaged and participating in the wide range of extra-curricular activities on offer at Bordesley Green School.	Monitoring of school PP Provision map will show that all disadvantaged children have had the opportunity to partake in at least one extra-curricular activity each year. Leaders and staff responsible for organising OOHL are aware of the need to promote and encourage PP pupil's attendance/involvement. Prioritised places and subsidising of trips for PP pupils to ensure fair access.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing amongst pupils by 2026/27 demonstrated by a reduction in social, emotional and mental health related behavioural incidents and increased engagement in targeted support sessions and enrichment activities.
Improved and sustained attendance rates for disadvantaged pupils and a reduction in levels of persistent absence.	PP attendance to continue to be above that of NPP children and close on the national figure. Persistent absence amongst PP pupils will have reduced by 5%.

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: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching/CPD: Continued tailored whole school continuous professional development (CPD) focusing on recognised teaching and learning approaches and developing staff subject knowledge, linked to priorities on school development plan.</p> <p>Funding teacher release time to observe, team teach and share best practice.</p>	<p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3
<p>Quality First Teaching/CPD: Ongoing CPD training to improve teaching of maths, with a particular focus on mastery readiness (as part of the Mastery Readiness course) and on early maths (through NCTEM).</p> <p>Release time for leaders to support with developing teaching and learning in class, across the school.</p> <p>Release time for teachers to attend SKRT training and NCTEM training.</p>	<p>The EEF Guidance reports into ‘Improving Mathematics in the Early Years and KS1’ and also ‘Improving Mathematics in Key Stages 2 and 3’ contain recommendations where there are research findings that schools can use to make a significant difference to pupils’ learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Research has shown the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2, 3
<p>Quality First Teaching/CPD: Ongoing CPD training from the school Synthetic Phonics Scheme - Unlocking Letters & Sounds, to improve the</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-</p>	1, 2, 3

<p>teaching of phonics, with a particular focus on ECTs, staff new to the school and newly identified TA's to support with Phonic intervention.</p> <p>Release time for new staff to observe phonics scheme in action.</p> <p>Release time for Phonics lead to support staff training/model lessons/monitor implementation.</p>	<p>year olds) as they begin to read as well as for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Teaching:</p> <p>Additional teacher funded to allow for more targeted support in English and Maths lessons through smaller group sizes in Year 6.</p>	<p>Research evidence shows that reduced class sizes can have a positive impact on pupil progress and outcomes, particularly on disadvantaged pupils when compared with their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 3
<p>CPD:</p> <p>Purchase of whole school access to The PiXL site for 2024/25, providing up to date, easy to access to assessment and classroom resources, intervention materials, leadership training and resources and CPD . £2,700 per year.</p>	<p>The EEF guidance report on Effective Professional development recognises the importance of a well-designed, selected and implemented system of high-quality CPD. Research shows that high quality teaching is the most effective way of reducing the disadvantage gap so staying up to date with new initiatives and reforms can ensure that high quality teaching is maintained.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3
<p>CPD:</p> <p>Purchase of whole school access to The National College providing up to date, easy to access CPD on all aspects of school life and the curriculum. £1,495 per year.</p>	<p>The EEF guidance report on Effective Professional development recognises the importance of a well-designed, selected and implemented system of high-quality CPD. Research shows that high quality teaching is the most effective way of reducing the disadvantage gap so staying up to date with new initiatives and reforms can ensure that high quality teaching is maintained.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 5

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

Budgeted cost: £ 165,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Wellcomm speech & language program.</p> <p>Contribution to the salary of the Lead practitioner (HLTA) and additional support staff members to deliver the program across EYFS, year 1 and where needed with pupils across school (due to very low levels of spoken English on entry to the school)</p>	<p>The Wellcomm Intervention focuses on the development of spoken language ability of children predominantly during the transition from EYFS to primary school. Research has shown that this can have a positive impact of on average four months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 2, 3
<p>Contribution to the salary of a specialist phonics trained TA's to provide additional phonics sessions targeted at disadvantaged pupils who require further support and those who have joined school late with no prior schooling.</p>	<p>Research has shown a strong evidence base that targeted phonics interventions have a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Additional reading sessions in EYFS/KS1 targeted at disadvantaged pupils who require further support with phonics and comprehension.</p>	<p>Research has shown a strong evidence base that targeted phonics and reading interventions have a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
<p>Speech and Language support provided by SALT's (NHS and Chatterboxes) on a twice monthly basis for individual pupils across the school to provide</p>	<p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions</p>	1, 2, 3

language support for disadvantaged pupils identified as having additional language and communication needs.	can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches. Oral Language Interventions Teaching and Learning Toolkit EEF	
One-to-one and small group intervention for pupils in need of additional support in order to catch up and keep up, delivered in addition to, and linked with, normal lessons by skilled TA's.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3

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

Budgeted cost: £ 89,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to the salary of a learning mentor (also trained mental health first aider) to support pupils with one-to-one mentoring for social and emotional issues as well as small group sessions focusing on aspects of wellbeing and mental health.	According to the EEF research toolkit, 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment' . Additional support through individual mentoring and SEL interventions can have a significant impact improving these skills for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5

<p>Fund an annual subscription to Beacon Behaviour Support for Schools, providing in school support, training and CPD via Beacon 360 and targeted interventions to support with low level behaviour and behaviour for learning. £2,028 per year</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 5</p>
<p>Implement an annual cycle of parent workshops across school, from Nursery to Year 6, focusing on engaging parents of disadvantaged pupils in their children’s education and up skilling them to support their children at home.</p> <p>Establish parents training opportunities and workshops as part of the School Community Hub to support disadvantaged parents – e.g. ESOL classes, parenting workshops, etc.</p>	<p>EEF Research shows that parental engagement has a moderate impact on pupil progress, particularly amongst early years pupils where the positive impact has been approximately 4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>7</p>
<p>Allocate funding to support with subsidy of extra-curricular activities such as trips, after school clubs (sports and non-sports clubs), choir and keyboard lessons and breakfast club, amongst others.</p>	<p>Providing disadvantaged children with the opportunity to take part in as many activities as possible will help to support their mental health and well being as well as develop their cultural capital.</p> <p>The EEF provides evidence that increased opportunities for physical activity as well as activities which raise aspirations, can all help to pupils make good progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>2, 4, 5, 6</p>
<p>Contingency fund for active issues.</p>	<p>Based on our prior experience, we have identified the need to set a small amount of funding aside to respond quickly to needs of individual disadvantaged pupils that have not yet been identified.</p>	<p>All</p>

<p>Introduce and embed practice set out in the DfE's Working Together to Improve Attendance document through the '5 Foundations National Attendance Programme'.</p> <p>This includes establishing an attendance team, including learning mentor and the parent support worker, to support with improving attendance and staff training to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by best practice in schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6, 7</p>
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Total budgeted cost: £ 449,955

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using national assessment data for EYFS, key stage 2 performance data, phonics check results and our own internal summative and formative assessments.

EYFS –Disadvantaged outcomes are not included for EYFSP as they are not published nationally, however in the majority of cases outcomes will be the same as the ones for free school meals

GLD

	All Pupils	PP	NPP	Difference between PP/NPP
School	67%	62.8%	71.1%	-8.3%

In 2025, our schools' levels of GLD increased by 8 % on the previous year, closing the gap on national significantly. There was an in-school difference of -8.3% between FSM pupils compared to our non-FSM pupils in 2025, which is slightly lower than the in-school gap in 2024.

The outcomes for our FSM children (63%) was higher (+8.5%) than the previous year and significantly higher than it was 2 years ago (+20.5%). The number of FSM achieving GLD was higher than the Birmingham average by +3.6%, and the gap in between FSM and Non-FSM in school was 2.8% smaller than the gap for Birmingham as a whole.

Communication and Language

The development of communication and language skills continues to be a priority for all pupils in our school, but particularly those who are disadvantaged.

In 2025, the number of FSM children achieving the goal for C&L was 62.8% (8.5% higher than the previous year and 16.6% higher than in 2023), with the gap between FSM and all pupils being reduced significantly (-1.9%). This improvement in the number of children achieving the C & L goal is in a large part due to the impact of the Wellcom intervention which we implemented in 2024 as part of our 3-year Pupil Premium Strategy plan.

Phonics

As a result of the new phonics scheme introduced and the staff training provided as part of our PP strategy plan, all of our pupils, including our disadvantaged pupils, are beginning to excel in phonics.

In 2025, the Outcomes for Year 2 showed that our disadvantaged pupils performed significantly better than our non-disadvantaged pupils with a gap of (+5.4%). Although the gap between our PP and the national levels for all pupils has increased slightly, we have once again exceeded the national average for PP pupils by 0.9%.

Year 1 phonics, our overall pass rate has improved by +6.7% since 2024, with the gap on national closing to -7.9%, compared with a gap of -15% in the previous year. Although pass rates were up across the year group, the gap between our PP and NPP pupils did increase significantly. This is largely due to differences between the two cohorts of PP pupils and mobility within the academic year.

KS2

Analysis of test data shows that although the gap between the disadvantaged pupils at BGPS and the non-disadvantaged pupils continues to be significantly lower than it was 3 years ago in 2022 in all areas but reading the gaps did increase in 2025 in all areas, particularly reading and maths. The gap within school however for combined outcomes, is still lower than the gap for all Birmingham schools (national data not yet available).

Gap between disadvantaged pupils and non-disadvantaged children

	2024 School	2024 Birmingham	2024 National	2025 School	2025 Birmingham	2025 National
Reading	-8.3	-12.5	-17.2	-19	-12.9	NA
Writing	-5.4	-13.5	-19	-6.3	-12.2	NA
Maths	-3.8	-15.5	-20.2	-16.7	-15.2	NA
Combined	-7.7	-16.2	-21.8	-14.9	-15.5	NA
GPS	-0.3	-13.6	-19.1	-17.6	-13.2	NA

Attendance

During the academic year 2024-25, attendance for pupil premium pupils was 90.2% which is well below the school's expected level. This was a slight decrease on the previous year (-0.5%) partly due to much higher levels of sickness absence than usual. The gap between PP and NPP is currently 1.5%, which although slightly larger than the previous year is significantly lower than the two years prior to that.

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
TT Rockstars	Maths Circle Ltd
PiXL	The PiXL Club Limited
Beacon Behaviour 360	Beacon School Support Ltd