

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bincombe Valley
Number of pupils in school	253 (285 including Nursery*) *Autumn 2025
Proportion (%) of pupil premium eligible pupils	43% (122)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (Year 2/3 year strategy from 2024-2027)
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Adam Gough, Headteacher
Pupil premium lead	Adam Gough
Governor / Trustee lead	Peter Marsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,770
Recovery premium funding allocation this academic year	£4241
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	£176,941

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Bincombe Valley Primary School is that all children receive the highest quality education within a stimulating and safe environment where each child is valued; with staff, governors and parents working in partnership to achieve this.

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve their potential through a relentless focus on high quality teaching and learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, as well as to have high aspirations for their futures.

Our strategy works towards achieving these objectives by using in-depth understanding of individual needs and the challenges that many of our disadvantaged children and families face. We have used robust diagnostic assessment, not assumptions about the impact of disadvantage. The activity we have outlined in this statement is also intended to support the needs of all children, regardless of whether they are disadvantaged or not.

At Bincombe Valley Primary School, we follow these key principles to ensure that the approaches we have adopted are successful in helping our pupils to excel:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point need is identified.
- Knowing our children and their families well to identify specific needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that many pupils continue to enter the school with under-developed communication and language skills .
2	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, reflecting the national picture.

3	Our attendance data over the academic year 2024 25 indicates that overall attendance is 93.59%. There is a difference between non-disadvantaged (95%) and disadvantaged pupils (91.79%). This figure has been affected by the number of pupils deemed as disadvantaged who have a persistent absence. 19 disadvantaged pupils have been 'persistently absent' compared to 7 non-disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress across the whole school.
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health difficulties for many pupils. Teacher referrals for support have markedly increased during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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 oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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, working alongside our oracy project across the school.
Improved reading, writing and maths attainment among disadvantaged pupils.	Whole school reading, writing and maths combined attainment in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by the end of 2025/26 demonstrated by: The overall absence rate for all pupils being in line with national average. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by the end of 2025/26 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged pupils. A decrease in SEMH support referrals to SEND department from staff and parents/carers. There is a reduction in the number of behavioural incidents.
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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: £60,470 (34%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to strengthen the whole teaching team's understanding of Quality First Teaching. Introduce Walkthrough's as a means of CPD for staff including differentiation and scaffolding. Release staff to see best practice through work with the Chesil Partnership.	The impact of highly effective direct teaching is regularly evidenced in the work of the EEF (Education Endowment Foundation).	1,2,3 and 4
A new member of staff needs to be Elklan trained and released Development of oracy project across the school to promote quality speaking in all curriculum and to increase pupil participation.	Elklan has an increasing body of evidence that indicates a positive impact on children's development and professional practice. Elklan Case Studies KS2 communication champion in post.	1, 2 and 4
Use of a DfE validated Systematic Synthetic Phonics programme to	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2

secure stronger phonics teaching for all pupils.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our English teaching and curriculum planning in line with EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.	The EEF guidance is based on a range of the best available evidence: Improving English in Key Stage 1 and Key Stage 2	2
Revisit curriculum develop maps to ensure that depth of covered and progression is robustly effective through 'golden threads'. SLT attendance at Curriculum Leaders network. Develop parental engagement through sharing of curriculum development.	The EEF reports that - "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1, 2 and 4
Continue Spelling Shed subscription-based resource used to enable children to practise spelling lists more often and with the hook of computer resource with games. English lead to investigate alternatives to make sure getting best use of scheme.	Spelling Shed aligns with the National Curriculum and each small step is linked to a National Curriculum statement. The Spelling Shed approach follows 'The Science of Reading' and 'The Science of Spelling' and is based on research that shows many pupils benefits from a structured literacy approach: Spelling Shed: The Science of Spelling	2
Following the opening of a 14-place Inclusion Hub for children with	The Hub @ Bincombe and	All

complex Communication and Interaction needs, draw upon the expertise of those staff to support colleagues in the main school.	Dorset Council information on resourced provision	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51, 830 (29%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with National English Hub.	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 and 2
Engaging with the Action Tutoring program to provide a blend of tuition, mentoring and online tutoring for pupils who are identified as having gaps in learning for Maths and Reading. A significant proportion of the pupils who receive tutoring will be disadvantaged.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Additional 1:1 and small group interventions	Small group tuition has an average impact of four months' additional progress over the course of a year and is most likely to be effective if it is targeted at pupils' specific needs:	1, 2 and 4

Catch-up Literacy, Specialist Literacy, Reading Stars, Speech and Language Number Stacks	Small group tuition Toolkit Strand Education Endowment Foundation EEF The average impact of oral language interventions is approximately 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Number Stacks intervention has been purchased and daily targeted interventions are running.	Number Stacks is a whole school intervention to help address gaps in understanding for pupils in all primary year groups: Number Stacks intervention website with case studies	2

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

Budgeted cost: £64,711 (37%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff to be trained on therapeutic thinking during regular behaviour CPD internally.	Therapeutic Thinking aims to develop a therapeutic approach to behaviour and supports the process of taking the necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.	All
Participation in Marc Rowland project – Addressing Educational Disadvantage in Chesil. Four-term project involving planning, implementing and	This is a project that is aiming to mirror the success of The Buckingham Challenge as detailed in this resulting handbook: Buckinghamshire Disadvantaged Handbook for Schools: Addressing Disadvantage in Buckinghamshire	All

evaluating an effective disadvantage strategy in our community resulting in a national research paper.		
The school currently has 5 ELSA trained staff. All ELSAs will have supervision across the year delivered by the LA EP service in order to maintain their status. Look to build capacity and consistency in the delivery of ELSA sessions across the Chesil Collaboration schools.	ELSA intervention was designed to build capacity in schools to support the emotional needs of children. It recognises that by addressing the emotional needs of children, they are happier in school and, therefore, learn better: Research base for ELSA intervention	All
Continuing appointment of Parent Champion across 4 schools in the Chesil Collaboration to support families. This will involve half a day per week supporting families with issues that impact attendance. Add in bespoke sessions beyond remit of LAG funding (previously awarded in the 2023 24 academic year)	There is a current research project running by the Education Endowment Foundation (EEF) and the Youth Endowment Fund (YEF) which aims to evaluate whether employing attendance and family liaison officers in schools can lead to improvements on pupil attendance. The information provided at the scoping phase is due to be updated: Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance	3 and 4
Delivery of training from the Mental Health Support Team for Schools to all staff at sessions across the academic year. Delivery of sessions to pupils in KS2 from the MHST.	This training not only includes CPD for staff in identifying and supporting mental health needs amongst children, it also provides support for well-being of staff. This could lead to lower absence rates in staffing. It is also proven that children learn better if their emotional needs are met.	All

Revisit training/refreshers sessions for staff to ensure that we are utilising 'Marvellous Me' to support parent engagement.	There is a strong research base regarding the positive impact of parental engagement on pupil progress and develop: EEF Guidance: Moving forwards, making a difference	All
Refreshed Stormbreak training for all staff. Appointment of 'Stormbreak Champions' in order to support the rollout of the new Stormbreak models across the school. (Liaise directly with Daryl Walsh re. updated training)	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment: Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	All
Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. This will involve release time for staff to develop and implement new procedures and using attendance/parental champions officers to improve attendance. Walking Bus staff recruited and trained. Target key parents in this wherever possible. Set up a parental working party to discuss the best ways to communicate effectively with the current cohort of parents. Release time for staff to create new systems	There is a limited and weak evidence base, with more research required. However, there is some evidence to suggest targeted parental interventions and communication can have a positive impact on attendance: Education Endowment Foundation (2022) Attendance Interventions, Rapid Evidence Assessment	All

based upon this information.		
Magic Breakfast membership to ensure breakfast available for all children and development of breakfast club.	'Covid-19 and the current cost-of-living crisis have undoubtedly exacerbated many of the existing problems faced by school communities. Hunger and poverty have a detrimental effect on children's ability to concentrate and engage in their lessons. Hunger often manifests itself as lethargy or disruptive behaviour, which ultimately leads to pupils not reaching their academic potential.' – Magic Breakfast (2022)	All
Work with The OTC (Portland Harbour) to provide 18 weeks per year of a nurture-based sailing group. The children chosen for these sessions will be upper KS2 and deemed as disadvantaged.	Intervention to support children's mental health and wellbeing; they learn windsurfing, experience improved confidence, better communication skills, improved self-esteem and a sense of belonging: OTC School Windsurf Projects Participants Story 2023	1, 3 and 4
Provision of a diverse range of educational trips and residentials (discounted rates for disadvantaged pupils – this year set at 20%) Further develop a range of employment encounters/wider world opportunities to target pupil aspiration. Pupil opportunity to access extra-curricular opportunities is not limited by lack of family funding. Provide an aspect of uniform free at source	Residential experiences and educational trips foster resilience as well as independence and collaboration, promoting future success in education and beyond.	1, 3 and 4

for families in receipt of the Pupil Premium.		
Contingency fund for acute issues. (Including the Recovery Premium amount)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £176,941

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 2024 to 2025 academic year.

Intended outcomes and impact (2024-2025): **Progress towards intended outcomes (Year 1/3)*

Improved oral and language skills and vocabulary among disadvantaged pupils:

- The number of referrals to SALT has fallen since the previous year but still remains high and there are 17 pupils with a SALT programme. Communication and Interaction (C&I) remains the most common primary area of need of all children on the SEND Register (as it has done for several years now).
- All pupils made progress from their starting points/baseline language assessment
- The embedding of the Hub@Bincombe has been very successful. Experienced Hub staff have been able to support colleagues across the school.
- Training of how to run an oracy project in school which will be run in academic year 2025-26

Key adaptations to strategy actions for 2025-26:

- Train a new Speech and Language Champion TA
- Continue to liaise with the new Link Speech and Language Therapist (CYP SALT *Balanced Programme* from the NHS)
- Use of WellComm programme into the Early Years to provide analysis breakdown of children.
- Ensure pre-teaching of specific language happens across the subject range
- Oracy project started to develop children's confidence in speaking and listening whilst increasing pupil participation in lessons.

Improved reading, writing and maths attainment among disadvantaged pupils:

End of Key Stage 2 breakdown at the end of 2024-25:

Subject	ALL ARE +	All Pro-gress	PP ARE +	Progress PP	Non PP ARE +	Average Progress NPP	Gap PP/NPP ARE +	Gap Pro-gress
Reading	77%	9%	74%	13%	80%	6%	-6%	7%
Writing	58%	14%	50%	15%	66%	13%	16%	2%
Maths	74%	15%	67%	15%	80%	24%	13%	9%

	National (all)	School (all)	National PP	School PP	Non PP	School Difference
Phonics	90%	82% (Not including Hub)	67%	80%	88%	8%

Key

adaptations to strategy actions for 2025-26:

- To continue to maintain phonics strategies to achieve the same or better results. There is now a 3-year upward trend in outcomes in Phonics. Continue to work alongside the English Hub to maintain these strategies and CPD.
- To undertake a complete revision of the features of highly effective quality first teaching. To regularly revisit these strategies (on a weekly basis) through the sharing of best practice in staff meetings and in peer observation.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

The gap between PP-eligible and Non PP-eligible children has shrunk by 6% from the previous academic year. Persistent Absence rates remains an area of focus due to impact on the start of the day.

	Overall attendance	PP-eligible children	Non PP-eligible children	Difference
2024-2025	93.57.%	91.79%	95.7%	3.91%

There has been a slight rise (0.2%) in the attendance of disadvantaged pupils from the previous year. However, there was a higher rise for those non-disadvantaged pupils in the same period.

Key adaptations to strategy actions for 2025-26:

- Access to specialist services, for example: ELSA, based on need.
- Delivery of training from the Mental Health Support Team for Schools to all staff at sessions across the academic year. Delivery of sessions to pupils in KS2 from the MHST.
- Continue to liaise across the Chesil Collaboration to share strategies and resources to support families. Continue to fund a half a day per week for a Parent Champion to support families with issues that impact attendance.
- Refresher training for Teachers and Teaching Assistants in *Stormbreak*; following revised programme.
- TU to manage attendance working alongside the LA to support families and to have regular check ins with key families.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

There continues to be a high level of referrals to ELSA and MHST support services. The number of pupils on Positive Behaviour Support plans has reduced. The school's positive behaviour and relationships policy was updated last year. Refresher training in September 2024 has been delivered to all staff.

Key adaptations to strategy actions for 2025-26:

- Delivery of staff training and pupil sessions from the Mental Health Support Team for Schools across the academic year.
- Maintain numbers of trained ELSAs and continue to invest in supervision (7 ELSAs currently).
- Therapeutic Thinking Training (Dorset STEPS) and refreshed policy to continue with rollout to all members of staff. Inclusion of Zones of Regulation training for all staff.

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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	