

# Pupil premium strategy statement – Bunny C of E 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	101
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	V.White
Pupil premium lead	V.White
Governor / Trustee lead	V.Beckford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP - £12,120 Prev LAC - £2630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£14,750

## Part A: Pupil premium strategy plan

### Statement of intent

At Bunny C of E Primary School, we believe every person is unique and valuable, created by God to flourish and thrive in community. We seek to provide the best education for all, enabling everyone to reach their potential. We aim to model a world which is peaceful, just and loving through our relationships with God and with other people.

At our school it is 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. We aim to do this by ensuring our Curious curriculum is exciting and engaging for all pupils and that our staff equip our pupils with the skills they need to be resilient, reflective and motivated learners. We aim for every child to “grow and learn in a caring Christian community” so that no child is disadvantaged by the time they leave our school and that each child is well equipped for their life beyond primary school as they transition into secondary education.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and non-eligible pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 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 strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our teachers receive ongoing CPD and use evidence from Quality First Teaching approaches. Teaching Assistants (Tas) work strategically in lessons with teachers and help to raise attainment of identified groups and individuals using the most evidence-based intervention groups and approaches.

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

We are using the Recovery Premium funding to target children using the National Tutoring Programme (NTP) using highly qualified teaching assistants. This allows teachers and Tas to use formative assessment to specifically identify barriers to provide support either 1-1 or in small groups. This was a successful strategy last year and therefore we will continue this approach.

Our staff prioritise enrichment experiences for pupil premium children such as sports clubs, music lessons, clubs and residential trips.

## Challenges

Due to small cohort sizes and an increased risk of identifying individual pupils some information has been withheld in accordance with confidentiality and data protection considerations. We have had a slight increase with 9 children identified from September 2025.

It is not appropriate to identify individual barriers due to the small numbers of pupils receiving Pupil Premium at our school.

Details of the main barriers / challenges to educational achievement that disadvantaged children / young people may face at Bunny C of E Primary School: - Reading / Writing / Maths difficulties, Low self-esteem / lacks confidence, Social, emotional and mental health problems / anxiety, Behaviour for learning and experiences of the complexities surrounding family life.

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.

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

Challenge number	Detail of challenge
1	Limited language and vocabulary for PP pupils compared to non-PP pupils.

2	Pupils writing is impacted on through their limited language and vocabulary compared with non-PP pupils.
3	Limited early reading experience affect attainment in KS1 and later their progress in KS2
4	Limited early maths experiences affect attainment in KS1 and later their progress in KS2
5	Pupils struggle to retain knowledge and lack learning resilience
6	Pupils difficulties socially and emotionally impact on engagement with learning
7	Limited life experiences/ limited cultural capital and opportunities to join in enrichment activities.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in summer 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved oral 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.
2. Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
3. Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that 100% of disadvantaged pupils met the expected standard.
5. To increase the amount of learning committed to long term memory for all pupils particularly our disadvantaged pupils	Using book scrutiny, learning walks, formative and summative assessments to show an increase in knowledge and skills taught. Children will apply skills and learning will be generalised.
6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils using ELSA to support.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>Using data collected from ELSA* at start and end of each cycle of work.</li> </ul>

	<ul style="list-style-type: none"> <li>Support from local SEMH team to up-skill staff</li> </ul> <p><i>*ELSA = Emotional Literacy Support Assistant</i></p>
7. To increase participation for disadvantaged pupils in enrichment activities and increase cultural capital opportunities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

## 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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a>	1,2,3,4
Writing CPD for all staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2
Assessment analysis - NFER	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a>	2,3,4
Little Wandle phonics training CPD for new staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3
Talk4Writing training	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction</a>	2
Development of meta-cognition strategies	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	5

ELSA supervision and mentoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	6
Focussed assessment and monitoring, pupil progress meetings, data analysis, non-contact time to collate data and information, non-contact time to release staff to fulfil their responsibilities and deliver interventions to improve high quality provision.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3,4

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading/ literacy volunteers 1:1	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,3
Provide 1-1 support by a qualified teacher to accelerate progress and boost attainment in Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  EEF – Improving mathematics in KS2 strand 3,4, 7	4

Provision of small group and 1-1 intervention by staff to address learning gaps	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> EEF Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Some interventions based on use of recognised & widely used programmes that are evaluated across the primary sector (and found to be effective).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support available	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Association for Child and Adolescent Mental Health. “Teachers are widely recognised as being well-placed to identify mental health & well-being issues provided they are supported with appropriate training.”  Schools with social and emotional learning programmes show an increase in scores in standardised tests, compared with scores from non-intervention schools (Durlak et al, 2011).	6
Ensure all children have equal access to school trips, extra-curricular activities, and contributions towards school uniform with the overarching aim of promoting equality and wellbeing for all. To subsidise trips & residential for selected children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	7
Financial support in respect of uniform and childcare	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	6

Monitor attendance of individuals who have below average attendance and engage with parents to ensure this improves closer to the school's average	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-school-attendance-a-new-tool-for-reflection-and-planning</a>	6,7

**Total budgeted cost: £ 14,750**

## 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 2024 – 2025 academic year.

Intended outcome	Review of 2024-2025 outcomes against 1 year success criteria
Improved early reading attainment for all pupils, particularly our disadvantaged pupils.	80% children passed phonics screening
Improved oral 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.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard.
To increase the amount of learning committed to long term memory for all pupils particularly our disadvantaged pupils	Using book scrutiny, learning walks, formative and summative assessments to show an increase in knowledge and skills taught..
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils using ELSA to support.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

	<ul style="list-style-type: none"> <li>Using data collected from ELSA* at start and end of each cycle of work.</li> <li>Support from local SEMH team to up-skill staff</li> </ul> <p><i>*ELSA = Emotional Literacy Support Assistant</i></p>
To increase participation for disadvantaged pupils in enrichment activities and increase cultural capital opportunities	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Provide opportunities to broaden life experiences and enrichment.	100% of Pupil premium children attended school trips & residential visits. Cultural experiences, e.g. Southwell Minster visits, visits to places of worship, farm visits, attendance at sporting festivals etc.

## 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
We use Little Wandle phonics to deliver phonics and reading across school. We use the catch-up lessons alongside additional TA support for all pupils who need it.	Little Wandle phonics
Maths – White Rose Scheme	White Rose Hub

## Service pupil premium funding (optional)

We currently have no children in receipt of service pupil premium funding.

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A