

# Pupil premium strategy statement – Bude Park Primary School (2025 – 2028)



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	194
Proportion (%) of pupil premium eligible pupils	58%
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	September 2025
Date on which it will be reviewed	Published December 2026
Statement authorised by	Deb James (Executive Headteacher)
Pupil premium lead	Deb James
Governor / Trustee lead	Peter Dearing

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,486.67
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>	£167,486.67

# Part A: Pupil premium strategy plan

## Statement of intent

Bude Park Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 88% of pupils live in the 20% most deprived households nationally (IDACI 2024).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference. Quality first 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 pupil premium strategy for improving the attainment and progress of our disadvantaged children and all children is based on the guidance identified in the Education Endowment Foundation/using your Pupil Premium effectively. Therefore, this strategy is an integral part of our school improvement plan and focuses on quality first teaching for every child.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who can flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#):

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows have been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, classroom observations and interactions with pupils highlights a gap in oral language development and vocabulary acquisition. This is especially pronounced amongst our disadvantaged pupils from Reception onwards.</p>
2	<p>Analysis of in-house tracking data and statutory assessments reveals attainment gaps between our Pupil Premium and non-Pupil Premium pupils in reading, writing, and maths across the school. While our disadvantaged pupils at the end of KS2 perform above national averages for disadvantaged, internal data from the end of 2025 shows gaps of -12 in reading, -6 in writing, and -3 in maths when compared to our non-Pupil Premium pupils.</p> <p>Furthermore, our Early Years Foundation Stage (EYFS) data indicates a significant gap of -29 percentage points in the proportion of pupils achieving a Good Level of Development (GLD) between Pupil Premium and non-Pupil Premium children - substantially wider than the national average. This early disparity has long-term implications for future attainment and progress.</p> <p>The core challenge is to ensure that all disadvantaged pupils develop secure foundational skills and fluency in literacy and numeracy, enabling us to close these gaps and promote equitable outcomes.</p>
3	<p>Although overall school attendance is slightly above the national average, internal data highlights a small but consistent gap between Pupil Premium (95.39%) and non-Pupil Premium pupils (96.44%). This disparity, while not significant in scale, has the potential to impact learning continuity and long-term outcomes for disadvantaged pupils. Our challenge is to reduce this gap by fostering strong attendance habits, addressing barriers to regular school attendance, and ensuring that all pupils - regardless of background - benefit from full access to the curriculum.</p>
4	<p>Our observations and interactions with pupils and their families highlight a need for targeted social and emotional support among our disadvantaged pupils, many of whom face complex barriers that impact their wellbeing, self-regulation, and readiness to learn. In particular, we</p>

	<p>have identified a growing number of pupils requiring development in executive functioning skills - such as working memory, cognitive flexibility, and impulse control - which are essential for successful engagement with the curriculum and sustained academic progress. The challenge is to strengthen the provision of pastoral care, embed strategies that support emotional resilience, and explicitly teach executive functioning skills to ensure that all pupils, especially those from disadvantaged backgrounds, are equipped to thrive both academically and personally.</p>
5	<p>The capacity of some parents and carers to support their children's learning at home is limited, often due to their own negative experiences of education. A number of families are currently receiving support from external agencies, reflecting wider socio-economic challenges. Pupil voice also highlights that access to books and other learning resources is limited in some households. Our challenge is to strengthen partnerships with families, build parental confidence in supporting learning, and improve access to high-quality resources at home, particularly for disadvantaged pupils.</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
Disadvantaged pupils will develop stronger oral language skills and demonstrate more confident, accurate use of vocabulary across the curriculum, from early years onwards	Disadvantaged pupils demonstrate significant improvement in oral language skills, as evidenced by focused observational assessments. This progress is consistently validated through work with pupils, pupil interviews, formal assessments, and scrutiny of work
Disadvantaged pupils will make accelerated progress in acquiring foundational knowledge in early reading, writing, and mathematics, enabling them to	<ul style="list-style-type: none"> <li>• <b>90%</b> of disadvantaged pupils in EYFS and KS1 will achieve age-related expectations in phonics by the end of Year 1</li> <li>• <b>All</b> identified pupils will demonstrate improved decoding and fluency, measured through half-termly phonics</li> </ul>

<p>access the full curriculum with confidence and independence.</p>	<p>assessments and reading age/fluency rubric tests.</p> <ul style="list-style-type: none"> <li>• <b>Progress in reading comprehension</b> will be evident through teacher assessments and standardised scores, with at least <b>80%</b> of disadvantaged pupils making expected or better-than-expected progress.</li> <li>• <b>80%</b> of disadvantaged pupils will meet age-related expectations in writing by the end of KS1, as measured by teacher assessments and moderation.</li> <li>• Pupils will show measurable improvement in sentence construction, spelling, and handwriting, tracked through published writing outcomes and termly assessments.</li> <li>• <b>Targeted pupils</b> will close the gap in transcription and composition skills, with progress monitored through regular feedback and response, and work scrutiny.</li> <li>• <b>80%</b> of disadvantaged pupils will achieve age-related expectations in number sense and place value by the end of KS1. Pupils will demonstrate secure understanding of key mathematical concepts (e.g., number bonds, counting, basic operations) through regular arithmetic assessments.</li> <li>• <b>Intervention groups</b> will show accelerated progress, with at least <b>90%</b> of pupils improving and closing the disadvantage gap</li> <li>• <b>The attainment gap</b> between disadvantaged and non-disadvantaged pupils in reading, writing, and maths will reduce until the gap is consistently less than the gap nationally (compared to the attainment of others nationally) and ideally the gap will be eradicated</li> </ul>
<p>Disadvantaged pupils in EYFS will make accelerated progress in securing essential foundational skills in early reading, writing, mathematics, and personal, social and emotional development (PSED). This will</p>	<ul style="list-style-type: none"> <li>• At least <b>70% of disadvantaged pupils</b> will achieve a Good Level of Development by the end of Reception, compared to the previous year's baseline.</li> <li>• The gap between disadvantaged and non-disadvantaged pupils achieving GLD will</li> </ul>

<p>enable them to achieve a Good Level of Development (GLD) and transition into Key Stage 1 as confident, independent learners ready to access the full curriculum.</p>	<p>reduce by <b>at least 10 percentage points</b> over the academic year.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupils will show accelerated progress in the <b>prime areas</b> (Communication and Language, Physical Development (especially fine motor skills), Personal, Social and Emotional Development) and <b>specific areas</b> (Literacy and Mathematics), as evidenced by termly EYFS tracking data.</li> <li>At least <b>80%</b> of disadvantaged pupils will meet age-related expectations in <b>Speaking and Listening</b>, supported by targeted interventions</li> <li>A minimum of <b>75%</b> of disadvantaged pupils will meet expected standards in <b>early reading, writing, and number</b>, as measured by observational assessments and phonics tracking.</li> <li>Pupils receiving targeted support (e.g., small group keep-up phonics, early maths mastery) will demonstrate <b>at least expected progress</b> across all EYFS areas, with impact reviewed half-termly.</li> <li>Teacher observations and pupil profiles will show improved executive function, especially in <b>engagement, independence, and readiness to learn</b>, contributing to GLD achievement.</li> </ul>
<p>Improved attendance and punctuality for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils and others in school remains lower than the gap nationally</li> <li>The % of disadvantaged pupils who are classed as persistent absentees is lower than the national average for disadvantaged and the gap between disadvantaged and other nationally decreases year on year</li> </ul>
<p>Disadvantaged pupils will demonstrate improved well-being and enhanced social and emotional development, as evidenced by strengthened executive function skills such as self-regulation, attention control, and working memory</p>	<ul style="list-style-type: none"> <li>Pupils show increased ability to manage emotions and behaviour, as observed through EYFS PSED assessments and daily interactions.</li> <li>Pupils demonstrate improved attention span and task persistence during adult-led and child-initiated activities.</li> <li>Pupils can follow multi-step instructions and engage in collaborative play/learning tasks with sustained focus.</li> <li>Reduction in behaviour incidents or emotional dysregulation recorded over the term/year.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff report increased pupil independence and self-regulation during transitions and routines.</li> <li>• Targeted pupils meet or exceed age-related expectations in PSED by the end of Reception.</li> </ul>
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## 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: £94,561.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for all staff:</b></p> <p>Ensure all staff are able to deliver quality first teaching in line with the principles of effective teaching</p> <p>Ensure all staff are able to deliver quality phonics sessions targeted interventions</p> <p>Ensure all staff have access to quality professional development, including responsive coaching for teaching staff, weekly CPD sessions, feedback from drop-ins/monitoring and mentoring/support for</p>	<p><a href="#">DfE accredited Systematic Synthetic Phonics Programme</a></p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p>There is a very strong evidence base which suggests the teaching of a structured phonics programme has a positive impact on early reading skills particularly for disadvantaged pupils.</p> <p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p> <p>In order to become an effective communicator in writing younger pupils need to develop foundational transcription skills (spelling and handwriting).</p>	1, 2, 4 & 5

<p>new/novice teachers, including ECTs</p>	<p><a href="#">Research review series: English - GOV.UK (www.gov.uk)</a></p> <p>The Education Endowment Foundation (EEF) identifies high-quality teaching as the single most important lever schools have to improve outcomes for all pupils, particularly those from disadvantaged backgrounds.</p> <p>Evidence suggests that coaching is one of the most effective forms of continuous professional development (CPD) for teachers, this takes the form of experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis and is one of the recommended forms of professional development.</p> <p><a href="#">EEF: Effective Professional Development</a></p> <p>Increased number of children with complex needs mean that experienced classroom teachers need support and guidance on meeting needs. Pupils with SEND are also more than twice as likely to be eligible for free school meals</p> <p><a href="#">EEF: Special Educational Needs in Mainstream schools</a></p>	
<p>Provide dedicated release time for leaders to enhance and embed quality first teaching in their subject areas. This includes opportunities for their own</p>	<p>Research consistently shows that improving the quality of teaching is the most effective way to raise attainment for disadvantaged pupils. The Education Endowment Foundation (EEF) highlights that strategies such as professional</p>	<p>1, 2, 4 &amp; 5</p>

<p>professional development, structured time to monitor and support the pedagogical development of colleagues and engagement with parents to strengthen home-school partnerships that reinforce learning.</p>	<p>development, instructional coaching, and leadership support have strong evidence of impact. In addition, the EEF’s guidance on working with parents shows that effective parental engagement can lead to learning gains of up to +3 months, especially when schools build trust and provide accessible, practical support to help families reinforce learning at home.</p> <p><u><a href="#">Effective Professional Development   EEF</a></u></p> <p><u><a href="#">1. High-quality teaching   EEF</a></u></p> <p><u><a href="#">Working with Parents to Support Children's Learning   EEF</a></u></p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £46,040.98

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Targeted Early Years communication and oral language intervention programme such as NELI and using the ShREC approach to develop quality adult/child interactions</p>	<p><u><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></u></p> <p>Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their</p>	<p>1, 2 &amp; 4</p>

<p>Purchase additional SALT support for targeted individuals including disadvantaged children with a focus on early years and KS1.</p>	<p>early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF state that interventions led or delivered by trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	
<p>Provide phonics keep up support (R &amp; Yr1 and Year 2) using Little Wandle Gap analysis to identify phonic gaps and ability to blend using a 1-1 or small group approach – delivered by support staff</p> <p>Provide small group phonics teaching for targeted individuals in year 3 delivered by ASA.</p> <p>Provide reading catch up intervention (Reader’s Theatre focusing on fluency and FFT) for Years 3 - 5 delivered by support staff</p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - One to One Tuition</a></p> <p>Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by TAs, the evidence suggests that training and the use of structured programmes is key.</p> <p>EEF state that schools should carefully consider how teaching assistants are</p>	<p>1, 2 &amp; 4</p>

<p>Provide maths fluency interventions Years 1 – 5 – focus on fluency, delivered by ASA</p> <p>Bespoke interventions for reading, writing and maths for identified pupils in Year 6 delivered by ASA</p> <p>Additional reading practice individual or small group for children who need regular opportunities to read out loud – Years 1 – 6 delivered by trained ASAs</p>	<p>used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.</p> <p>EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum.</p> <p>It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.</p> <p><a href="#">Education Endowment Foundation – Improving Literacy in KS1</a></p>	
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	<p><a href="#"><u>Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3</u></a></p> <p><a href="#"><u>Education Endowment Foundation – Improving Literacy in KS2</u></a></p> <p>EEF state that comprehension can be improved by the teaching of specific strategies. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>EEF state that it is likely that a small number of pupils will require additional support in writing even when all core teaching strategies for teaching writing are in place. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their writing.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £26,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Continue to promote the importance of good attendance:</b></p> <ul style="list-style-type: none"> <li>• Strong attendance ethos led from the top with clear lines of accountability</li> <li>• Attendance team to work together using regular monitoring and analysis to identify chn causing concern and address attendance issues early, embedding the principles of good practice as set out in the DfE’s guidance</li> <li>• Release time for staff to improve attendance</li> </ul>	<p><a href="#"><u>Working together to improve school attendance</u></a></p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p>	<p>3</p>
<p><b>Breakfast club:</b></p> <p>Provide nutritious and healthy breakfast for disadvantaged pupils as well as opportunities to develop social skills and practise reading</p>	<p><a href="#"><u>EEF Breakfast clubs books reading, writing and maths</u></a></p> <p>EEF state that, not only does this impact on outcomes, but also on behaviour and concentration skills of pupils</p>	<p>1, 2, 3 &amp; 4</p>
<p><b>Well-being, social and emotional development, young people’s mental health &amp; inclusion:</b></p> <p>Well-being team to:</p> <ul style="list-style-type: none"> <li>• Support Attendance</li> <li>• Support safeguarding</li> <li>• Deliver ELSA interventions</li> <li>• Deliver Nurture interventions</li> </ul>	<p><a href="#"><u>Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</u></a></p> <p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p>	<p>4 &amp; 5</p>

<ul style="list-style-type: none"> <li>• Regular 1-1 check-ins with most vulnerable children</li> <li>• Support for families</li> <li>• Referrals to relevant agencies</li> </ul>		
<p>Ensure all children can access additional extra-curricular activities including music and sport.</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Subsidies for school visits and visitors</li> </ul>	<p><a href="#"><u>EEF – Physical Activity</u></a></p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="#"><u>EEF – Arts Participation</u></a></p> <p>Research suggests that there is an intrinsic value in ensuring children access a rich, stimulating creative arts curriculum.</p>	4

**Total budgeted cost: £167,486.67**

# Part B: Review of the previous academic year (whole three-years of previous Pupil Premium Strategy Plan 2022 – 2025)

## Outcomes for disadvantaged pupils

Bude Park Primary has well above average numbers of pupils in receipt of pupil premium funding in comparison to the national average; in addition, the school is in an area of high deprivation. The school also has well above average numbers of pupils in need of SEN/D support or who have an EHCP plan.

As a school, we are aware of our context but continue to believe all our pupils deserve the best education and we make no apologies for having high expectations for all pupils across all year groups. This belief is evident in the impact outlined below:

**Achievement (End of 2025) for disadvantaged pupils in comparison to other pupils (non-disadvantaged) nationally:**

EYFS GLD		Phonics Screening Check (Year 1)	
Bude Park Primary Gap	National Average Gap	Bude Park Primary Gap	National Average Gap
-29%	-20%	-17%	-16%
Phonics Screening Check (Year 2)		Year 4 Multiplication Test Check – Mean Score	
Bude Park Primary Gap	National Average Gap	Bude Park Primary Gap	National Average Gap
-1%	-10%	0.1	-2.4
End of Key Stage Two Reading		End of Key Stage Two Writing	
Bude Park Primary Gap	National Average Gap	Bude Park Primary Gap	National Average Gap
-14%	-18%	-6%	-19%
End of Key Stage Two Maths		End of Key Stage Two Combined (Reading, Writing and Maths)	
Bude Park Primary Gap	National Average Gap	Bude Park Primary Gap	National Average Gap
-8%	-19%	-2%	-22%

You can see from the above that our pupils enter school with a low baseline (which we continue to prioritise) but rapidly catch up to non-disadvantaged pupils and the gaps are much narrower by the time disadvantaged pupils leave us in all subjects; the gap is almost eradicated in reading, writing and maths combined.

**Achievement (Three-Year Trend) for disadvantaged pupils in comparison to other pupils (non-disadvantaged) nationally:**

**Disadvantaged pupils - Reading, writing and mathematics expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	55	75%	46%	Above (sig+)	68%	7	Not applicable	Not applicable
2025	18	67%	47%	Above (non-sig)	69%	-2	Widening	High - FSM
2024	19	74%	46%	Above (sig+)	67%	6	Positive gap	High - FSM, High - SEN
2023	18	83%	44%	Above (sig+)	66%	17	Positive gap	High - FSM

**Disadvantaged pupils - Reading expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	55	76%	62%	Above (sig+)	80%	-3	Not applicable	Not applicable
2025	18	67%	63%	Close to average (non-sig)	81%	-14	Widening	High - FSM
2024	19	74%	62%	Close to average (non-sig)	80%	-6	Widening	High - FSM, High - SEN
2023	18	89%	60%	Above (sig+)	78%	11	Positive gap	High - FSM

**Disadvantaged pupils - Writing expected standard**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	55	80%	59%	Above (sig+)	78%	2	Not applicable	Not applicable
2025	18	72%	59%	Above (non-sig)	78%	-6	Widening	High - FSM
2024	19	79%	58%	Above (non-sig)	78%	1	Positive gap	High - FSM, High - SEN
2023	18	89%	58%	Above (sig+)	77%	12	Positive gap	High - FSM

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	55	80%	60%	Above (sig+)	80%	0	Not applicable	Not applicable
2025	18	72%	61%	Close to average (non-sig)	80%	-8	Widening	High - FSM
2024	19	84%	59%	Above (sig+)	79%	5	Positive gap	High - FSM, High - SEN
2023	18	83%	59%	Above (sig+)	79%	4	Positive gap	High - FSM

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	55	78%	59%	Above (sig+)	78%	0	Not applicable	Not applicable
2025	18	67%	60%	Close to average (non-sig)	79%	-12	Widening	High - FSM
2024	19	79%	59%	Above (non-sig)	78%	1	Positive gap	High - FSM, High - SEN
2023	18	89%	59%	Above (sig+)	78%	11	Positive gap	High - FSM

#### Narrative:

Pupils classed as disadvantaged (FSM6) consistently achieve above the national average for disadvantaged pupils as evidenced by the three-year data above, across all subjects at the end of Key Stage Two. When compared to national non-disadvantaged, we have successfully eradicated the disadvantage gap in Reading, Writing and Maths combined over a three-year period; the same is true for Writing, Maths and English Grammar, Punctuation and Spelling; for reading, the gap was -3 over the three-year period, which was much narrower than the national gap compared to others nationally and was still significantly above when compared to disadvantaged pupils nationally.

#### Attendance Outcomes (End of 2025) for disadvantaged pupils in comparison to other pupils (non-disadvantaged) nationally:

Attendance		Pupils classed as persistent absentees (attendance below 90%)	
Bude Park Primary Gap	National Average Gap	Bude Park Primary Gap	National Average Gap
-0.7%	-3.6%	17.4%	-16%

**Attendance Outcomes (End of 2025) for disadvantaged pupils in comparison to the national average:**

Years	Attendance of pupils classed as disadvantaged		Disadvantaged pupils classed as persistent absentees (attendance below 90%)	
	Bude Park Primary	National Average	Bude Park Primary Gap	National Average Gap
2024/25	96.2% (Above national average – relative improvement – High FSM)  (Attendance of all pupils in school – 96.3%)	94.9%  (National disadvantage – 92.6%)	10.1% (Below national average – sig-, High FSM)  (9.8% - all pupils in school)	24.4% (compared to disadvantaged nationally)  14.3% (National average gap)
2023/24	95.2% (Above national average – Relative improvement – High FSM, High SEN)  (Attendance of all pupils in school – 95.6%)	94.5%  (National disadvantage – 92%)	14.3% (Below national average – sig-, High FSM, high SEN)  (13.2% - all pupils in school)	27.1% (Compared to disadvantaged nationally)  14.6% (National average gap)
2022/23	93.8% (Above national average – relative improvement – High FSM)  (Attendance of all pupils in school – 94.6%)	94.1%  (National disadvantage - 91.6%)	22% (Below national average – non-sig, High FSM)  (16.1% - all pupils in school)	29.3% (compared to disadvantage nationally)  16.2% (National average gap)

**SEN - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	42	96.6%	92.5%	Above	Relative decline	High - FSM
2023/24	28	96.3%	92.1%	Above	Relative improvement	High - FSM, High - SEN
2022/23	34	94.9%	91.9%	Above	Relative improvement	High - FSM

## SEN - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	42	4.8%	22.6%	Below (sig-)	No sig change	High - FSM
2023/24	28	10.7%	24.2%	Below (non-sig)	No sig change	High - FSM, High - SEN
2022/23	34	11.8%	25.7%	Below (non-sig)	No sig change	High - FSM
2018/19	59	15.3%	14.8%	Close to average (non-sig)	Not available	High - FSM, High - SEN

### Narrative:

When compared to 20 other schools with a similar contextual background, Bude Park Primary ranked 2nd out of 21 for attendance and 2nd out of 21 for persistent absence. We continue to ensure that Bude Park Primary is a school pupils want to attend; we challenge pupils with poor attendance, including pre-empting where attendance is dipping to prevent a decline and offer support to families struggling.

Attendance for our most vulnerable groups is above both the national average for all pupils and the national average for disadvantaged pupils; the attendance of pupils classed as disadvantaged compares favourably to the overall percentage for all pupils in our school.

Our attendance continues to improve year on year, as evident over the three-year period, with the attendance for pupils classed as disadvantaged mirroring this. A similar picture is shown for pupils with SEN/D, many of whom are also disadvantaged.

For pupils classed as persistent absentees, we are well below the national average for all pupils and significantly below the national average for disadvantaged pupils both for this year and over a three-year period.

### Overall summary:

The positive impact of our Three-year pupil premium strategy plan for 2022 – 2025 can be evidenced in the outcomes above. Our aim was to eradicate the disadvantage gap when compared to other pupils nationally, which we have been successful in so doing.

We recognised the importance of pupils being in school to be able to achieve this; our attendance shows a positive picture for the attendance of all our pupils, including those classed as vulnerable, of which pupils in receipt of pupil premium funding come under. Above average rates of attendance and below average rates of persistent absence mean more of our pupils classed as disadvantaged are in school to benefit from quality first teaching.

## 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
N/A	
N/A	

## Service pupil premium funding (optional)

<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

## Further information (optional)

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