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	209
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	Published December 2026
Statement authorised by	Dan Mackinder
Pupil premium lead	Dan Mackinder
Governor / Trustee lead	Peter Dearing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,400.00
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*	£167,400.00

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	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.
2	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. 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. 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.
3	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.
4	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

	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.
5	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.

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	• **90%** of disadvantaged pupils in EYFS and KS1 will achieve age-related expectations in phonics by the end of Year 1 • **All** identified pupils will demonstrate improved decoding and fluency, measured through half-termly phonics

access the full curriculum with confidence and independence.	assessments and reading age/fluency rubric tests. • **Progress in reading comprehension** will be evident through teacher assessments and standardised scores, with at least **80%** of disadvantaged pupils making expected or better-than-expected progress. • **80%** of disadvantaged pupils will meet age-related expectations in writing by the end of KS1, as measured by teacher assessments and moderation. • Pupils will show measurable improvement in sentence construction, spelling, and handwriting, tracked through published writing outcomes and termly assessments. • **Targeted pupils** will close the gap in transcription and composition skills, with progress monitored through regular feedback and response, and work scrutiny. • **80%** 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. • **Intervention groups** will show accelerated progress, with at least **90%** of pupils improving and closing the disadvantage gap • **The attainment gap** 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
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	• At least **70% of disadvantaged pupils** will achieve a Good Level of Development by the end of Reception, compared to the previous year's baseline. • The gap between disadvantaged and non-disadvantaged pupils achieving GLD will

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.	reduce by **at least 10 percentage points** over the academic year. • Disadvantaged pupils will show accelerated progress in the **prime areas** (Communication and Language, Physical Development (especially fine motor skills), Personal, Social and Emotional Development) and **specific areas** (Literacy and Mathematics), as evidenced by termly EYFS tracking data. • At least **80%** of disadvantaged pupils will meet age-related expectations in **Speaking and Listening**, supported by targeted interventions • A minimum of **75%** of disadvantaged pupils will meet expected standards in **early reading, writing, and number**, as measured by observational assessments and phonics tracking. • Pupils receiving targeted support (e.g., small group keep-up phonics, early maths mastery) will demonstrate **at least expected progress** across all EYFS areas, with impact reviewed half-termly. • Teacher observations and pupil profiles will show improved executive function, especially in **engagement, independence, and readiness to learn**, contributing to GLD achievement.
Improved attendance and punctuality for disadvantaged pupils	• The gap between disadvantaged pupils and others in school remains lower than the gap nationally • 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
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	• Pupils show increased ability to manage emotions and behaviour, as observed through EYFS PSED assessments and daily interactions. • Pupils demonstrate improved attention span and task persistence during adult-led and child-initiated activities. • Pupils can follow multi-step instructions and engage in collaborative play/learning tasks with sustained focus. • Reduction in behaviour incidents or emotional dysregulation recorded over the term/year.

	• Staff report increased pupil independence and self-regulation during transitions and routines. • Targeted pupils meet or exceed age-related expectations in PSED by the end of Reception.

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: £94,475.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff: Ensure all staff are able to deliver quality first teaching in line with the principles of effective teaching Ensure all staff are able to deliver quality phonics sessions targeted interventions 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	DfE accredited Systematic Synthetic Phonics Programme DfE Reading Framework - Teaching the foundations of literacy 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. Education Endowment Foundation T&L Toolkit - Phonics In order to become and effective communicator in writing younger pupils need to develop foundational transcription skills (spelling and handwriting).	1, 2, 4 & 5

new/novice teachers, including ECTs Foundational knowledge	Research review series: English - GOV.UK (www.gov.uk) 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. 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. EEF: Effective Professional Development 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 EEF: Special Educational Needs in Mainstream schools	
Provide dedicated release time for leaders to enhance and embed quality first teaching in their subject areas. This includes opportunities for their own	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	1, 2, 4 & 5

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.	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. Effective Professional Development | EEF 1. High-quality teaching | EEF Working with Parents to Support Children's Learning | EEF	

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

Budgeted cost: £46,040.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Early Years communication and oral language intervention such as using the ShREC approach to develop quality adult/child interactions	Education Endowment Foundation Early Years Toolkit - communication and language approaches Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their	1, 2 & 4

Purchase additional SALT support for targeted individuals including disadvantaged children with a focus on early years and KS1.	early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds Education Endowment Foundation - T&L Toolkit - Oral Language Interventions 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. EEF state that interventions led or delivered by trained teaching assistants have broadly the same impact as if delivered by a teacher.	
Provide phonics keep up support (R & 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 Provide small group phonics teaching/fluency work for targeted individuals in year 3 (who either didn't pass PSC in Year 1 or 2, or who are still not fluent in their reading) delivered by ASA. Provide reading catch up intervention (Reader's Theatre focusing on fluency) for	DfE Reading Framework - Teaching the foundations of literacy Education Endowment Foundation - T&L Toolkit - Small Group Tuition Education Endowment Foundation - T&L Toolkit - One to One Tuition 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. EEF state that schools should carefully consider how teaching assistants are	1, 2 & 4

Years 3 - 5 delivered by support staff Provide maths fluency interventions Years 1 – 5 – focus on fluency, delivered by ASA Bespoke interventions for reading, writing and maths for identified pupils in Year 6 delivered by ASA Additional reading practice individual or small group for children who need regular opportunities to read out loud – Years 1 – 6 delivered by trained ASAs	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. 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. 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. 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. It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff. Education Endowment Foundation – Improving Literacy in KS1	

	Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3 Education Endowment Foundation – Improving Literacy in KS2 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. 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.	

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

Budgeted cost: £26,884

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continue to promote the importance of good attendance: • Strong attendance ethos led from the top with clear lines of accountability • 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	Working together to improve school attendance DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 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)	3
Breakfast club: Provide nutritious and healthy breakfast for disadvantaged pupils as well as opportunities to develop social skills and practise reading	EEF Breakfast clubs books reading, writing and maths EEF state that, not only does this impact on outcomes, but also on behaviour and concentration skills of pupils	1, 2, 3 & 4
Well-being, social and emotional development, young people's mental health & inclusion: Well-being team to: • Support Attendance • Support safeguarding • Deliver ELSA interventions • Deliver Nurture interventions • Regular 1-1 check-ins with most vulnerable children	Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) 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.	4 & 5

• Support for families • Referrals to relevant agencies		
Ensure all children can access additional extra-curricular activities including music and sport. • After school clubs • Subsidies for school visits and visitors	EEF – Physical Activity By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF – Arts Participation Research suggests that there is an intrinsic value in ensuring children access a rich, stimulating creative arts curriculum.	4

Total budgeted cost: £167,400.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils (2025/26)

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
Analysis: Disadvantaged pupils were targeted early resulting in these pupils achieving at least as well as others in school and better than other pupils nationally and communication and language and all aspects of literacy in the EYFS GLD outcomes. This good start should continue as pupils move through school. Adopting the ShREC approach has improved pupils early communication skills.	
Disadvantaged pupils will make accelerated progress in acquiring foundational knowledge in early reading, writing, and mathematics, enabling them to access the full curriculum with confidence and independence.	• **90%** of disadvantaged pupils in EYFS and KS1 will achieve age-related expectations in phonics by the end of Year 1 **All** identified pupils will demonstrate improved decoding and fluency, measured through half-termly phonics assessments and reading age/fluency rubric tests. **Progress in reading comprehension** will be evident through teacher assessments and standardised scores, with at least **80%** of disadvantaged pupils making expected or better-than-expected progress. **80%** of disadvantaged pupils will meet age-related expectations in writing by the end of KS1, as measured by teacher assessments and moderation. Pupils will show measurable improvement in sentence construction, spelling, and handwriting, tracked through published writing outcomes and termly assessments. **Targeted pupils** will close the gap in transcription and composition skills, with progress monitored through regular feedback and response, and work scrutiny. **80%** 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. **Intervention groups** will show accelerated progress, with at least **90%** of pupils improving and closing the disadvantage gap **The attainment gap** 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
Analysis: The impact of work with identified pupils can be seen in the GLD outcomes, including the percentage of pupils on track in the SSP programme in reception (the only pupils not on track in their SSP are pupils with specific SEND who are not yet ready to learn phonics at an age-related level.) There continues to be further work to do with phonics outcomes, however, all of the pupils who access full-time education in the Years 1 and 2 classrooms passed their PSC; those pupils who didn't pass are in a bespoke provision due to their complex SEND – although they access phonics teaching this is at a much earlier stage. 19% of pupils from Year 1 and the same from Year 2 are learning in the school's hub provision. **Action: Produce careful analysis of the progress of disadvantaged pupils accessing the hub provision as they progress through school.**	
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 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.	• At least **70% of disadvantaged pupils** will achieve a Good Level of Development by the end of Reception, compared to the previous year's baseline. • The gap between disadvantaged and non-disadvantaged pupils achieving GLD will reduce by **at least 10 percentage points** over the academic year. Disadvantaged pupils will show accelerated progress in the **prime areas** (Communication and Language, Physical Development (especially fine motor skills), Personal, Social and Emotional Development) and **specific areas** (Literacy and Mathematics), as evidenced by termly EYFS tracking data. At least **80%** of disadvantaged pupils will meet age-related expectations in **Speaking and Listening**, supported by targeted interventions A minimum of **75%** of disadvantaged pupils will meet expected standards in **early reading, writing, and number**, as measured by observational assessments and phonics tracking.

	Pupils receiving targeted support (e.g., small group keep-up phonics, early maths mastery) will demonstrate **at least expected progress** across all EYFS areas, with impact reviewed half-termly. Teacher observations and pupil profiles will show improved executive function, especially in **engagement, independence, and readiness to learn**, contributing to GLD achievement.

Analysis: This analysis shows the positive impact on school improvement work in EYFS; the disadvantage gap compared to the outcomes for other children nationally was eradicated.

Early Years Foundation Stage – Reception achieving a Good Level of Development

2024	2025	Outcomes 2026 – all pupils	Outcomes 2026 – disadvantaged pupils	National 2025 (2026 not yet available)
48%	62%	81%	77% (Gap = +4%)	68%

Improved attendance and punctuality for disadvantaged pupils	• The gap between disadvantaged pupils and others in school remains lower than the gap nationally • 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

Analysis: **Analysis of individual group attendance: The analysis below demonstrates there is still work to do on addressing the attendance of pupils classed as disadvantaged. Whilst there are some mitigating factors (norovirus and chickenpox), and contextually we continue to do better than many schools in a similar context, we recognise there are aspects we can have a positive impact on in the academic year 2026/27.**

Overall Attendance					Persistent Absence				
All others	Disadvantaged	SEND	White British and Disadvantaged	White British, SEND and Disadvantaged	All others	Disadvantaged	SEND	White British and Disadvantaged	White British, SEND and Disadvantaged
96.9%	95.7%	97%	94.3%	91.3%	5.9%	16.7%	1.02%	20.3%	22.6%

Commentary to go with attendance analysis above:

2025 to 2026 academic year proved to be a challenging one for attendance; we were affected by a norovirus outbreak in December 2025 and then affected again by a chickenpox outbreak in January-February 2026, by far our worse months for a long time. This meant that we dropped from being first on our comparative attendance reports to 7th in

overall attendance and 3rd in the percentage of pupils who were classed as persistently absent.

Other factors that we can influence going forward are:

The number of children who arrive to school late; in 2025/26, 771 late arrivals were recorded.

In July 2026 particularly, the number of parents keeping their children off school due to the adverse weather (heat) affected both the overall attendance and increased those classed as persistently absent by 3.2% from June to July (from 13.3% in June to 16.5% in July).

Attendance on a Friday is also an issue – Friday's attendance on average drops by at least 2% compared to the other days of the week.

We had one pupil, who was waiting for a place in a special school, who also affected the overall attendance as on a part-time timetable for most of the year; this was recommended as a way to cater for the pupils' special educational needs; despite trying on several occasions, we were unable to increase this. He was therefore classed as persistently absent.

The illness code is the highest recorded code for absent and careful analysis of patterns of illness need to be carried out going forward to identify those pupils classed as persistently absent, who have regular periods of illness – often one-off days.

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	• Pupils show increased ability to manage emotions and behaviour, as observed through EYFS PSED assessments and daily interactions. Pupils demonstrate improved attention span and task persistence during adult-led and child-initiated activities. Pupils can follow multi-step instructions and engage in collaborative play/learning tasks with sustained focus. Reduction in behaviour incidents or emotional dysregulation recorded over the term/year. Staff report increased pupil independence and self-regulation during transitions and routines. Targeted pupils meet or exceed age-related expectations in PSED by the end of Reception.
Analysis: Our outcomes in PSED at the end of reception are better than the national average; however, this is one of our lowest outcome areas. The introduction of ShREC, along with targeted interventions has addressed specific areas of learning, including PSED. The few children who	

didn't reach a GLD in PSED have specific SEND or social care involvement that mean developmentally they are not working at the same developmental stage as their peers.

Bude Park Primary School
Outcomes
2024-26

Early Years Foundation Stage – Reception
achieving a Good Level of Development

2024	2025	Outcomes 2026 – all pupils	Outcomes 2026 – disadvantaged pupils	National 2025 (2026 not yet available)
48%	62%	81%	77% (Gap = +4%)	68%

Year 1
Phonics Screening Check
reaching required standard

2024	2025	Outcomes 2026	Outcomes 2026 – disadvantaged pupils	National 2025 (2026 not yet available)
88%	65%*	81%	67% (Gap = -17%)	80%

Year 2
Phonics Screening Re-check
reaching required standard

2024	2025	Outcomes 2026	Outcomes 2026 – disadvantaged pupils	National 2025 (2026 not yet available)
100%	85%	82%	83% (gap = -9%)	90%

Year 4
Multiplication check – total average score of 25 (full marks)

2024	2025	Outcomes 2026	Outcomes 2026 – disadvantaged pupils	National 2025 (2026 not yet available)
20.6 (mean score)	21.8 (mean score) 23% achieved 100%	24.1 (mean score) 63% achieved 25/25	23.9 (mean score, gap = +2.2) 55% achieved 25/25 (gap = +18%)	21 (mean score) 37% achieved 25/25

Year 6
End of Key Stage 2 SATs

	Outcomes 2024	Outcomes 2025	Outcomes 2026	Outcomes 2026 – disadvantaged pupils	National 2026 (provisional)
Reading EXS+	85%	76%	85%	88% (gap = +7%)	75%

Reading – higher score	38%	26%	33%		31%
Writing EXS+	85%	82%	89%	88% (gap = +10%)	73%
Writing GD	26%	18%	22%		13%
Mathematics – EXS+	91%	82%	89%	88% (gap = +8%)	75%
Mathematics – higher score	44%	41%	41%		27%
GPS- EXS+	88%	79%	85%		74%
GPS – higher score	50%	29%	30%		30%
RWM - EXS+	82%	76%	85%	88% (gap = +19%)	63%
RWM – higher score	18%	12%	7%		9%
Scaled Score - Reading	104	105	105.3		106 (2025)
Scaled Score - Mathematics	105	107	107.67		105 (2025)
Scaled Score - GPS	105	105	104.89		105 (2025)
Reading Progress	N/A	N/A	3.5	3.5	N/A
Mathematics Progress	N/A	N/A	6.4	6.1	N/A
Writing Progress	N/A	N/A	4.1 (indicative)	3.6	N/A

***Gaps for disadvantaged pupils above are compared to the attainment of non-disadvantaged pupils nationally;**

A +gap means the disadvantage gap has been eradicated – meaning disadvantaged pupils at Bude Park achieve better than other pupils nationally (indicated with green highlighting)

Amber highlighting means the gap is at least equal to or less than the national gap

Commentary:

The data above, drawn from the national assessments for the academic year 2025/26 indicate that we successfully eradicated the disadvantage gap in all measures (EYFS GLD, Year 4 MTC – both the percentage of pupils achieving 100% and the mean average and all measures at the end of KS2 – Reading, Writing, Maths and combined Reading, Writing and Maths), with the exception of outcomes for disadvantaged pupils in phonics at Years 1 and 2, which matched the national gap at Year 1 and was less than the national gap for Year 2.

In summary, this means than pupils classed as disadvantaged and in receipt of pupil premium funding perform better than other pupils nationally in most measures.

We have demonstrated consistent performance over at least three years at the end of Key Stage Two for all pupils, including those who are disadvantaged and have demonstrated significant improvements in EYFS GLD outcomes for all pupils, including those classed as disadvantaged and the same for outcomes in the Year 4 multiplication tables check test. Where a gap remains – the phonics screening check outcomes, gaps demonstrate these are the same or less than the national gap for disadvantaged pupils.

We continue to demonstrate our commitment to maintain high expectations for all pupils, including those classed as disadvantaged. All pupils, unless they have a specific cognition and learning SEN/D are targeted to achieve the national benchmark.

Bespoke intervention can be demonstrated to have had a positive impact on all outcomes.

Attendance outcomes for 2025-26:

Overall attendance

Attendance	National Average	Position compared to twenty other contextually similar schools	Percentage of pupils classed as persistently absent (below 90% attendance)	National average	Position compared to twenty other contextually similar schools
94.4%	**94.7%**	**7th**	**16.5%**	**13.8%**	**3rd**

Analysis of individual group attendance:

Overall Attendance					Persistent Absence				
All others	Disadvantaged	SEND	White British and Disadvantaged	White British, SEND and Disadvantaged	All others	Disadvantaged	SEND	White British and Disadvantaged	White British, SEND and Disadvantaged
96.9%	95.7%	97%	94.3%	91.3%	5.9%	16.7%	1.02%	20.3%	22.6%

Commentary to go with attendance analysis above:

2025 to 2026 academic year proved to be a challenging one for attendance; we were affected by a norovirus outbreak in December 2025 and then affected again by a chickenpox outbreak in January-February 2026, by far our worse months for a long time. This meant that we dropped from being first on our comparative attendance reports to 7th in overall attendance and 3rd in the percentage of pupils who were classed as persistently absent.

Other factors that we can influence going forward are:

The number of children who arrive to school late; in 2025/26, 771 late arrivals were recorded.

In July 2026 particularly, the number of parents keeping their children off school due to the adverse weather (heat) affected both the overall attendance and increased those classed as persistently absent by 3.2% from June to July (from 13.3% in June to 16.5% in July).

Attendance on a Friday is also an issue – Friday's attendance on average drops by at least 2% compared to the other days of the week.

We had one pupil, who was waiting for a place in a special school, who also affected the overall attendance as on a part-time timetable for most of the year; this was recommended as a way to cater for the pupils' special educational needs; despite trying on several occasions, we were unable to increase this. He was therefore classed as persistently absent.

The illness code is the highest recorded code for absent and careful analysis of patterns of illness need to be carried out going forward to identify those pupils classed as persistently absent, who have regular periods of illness – often one-off days.

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	

Service pupil premium funding (optional)

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

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.