

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Masefield Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	25% 59 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Whittaker
Pupil premium lead	Andrew Done
Governor / Trustee lead	William Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,940
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Children at Masefield Primary (disadvantaged or not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those with SEND needs. 46% of children who are pupil premium are also SEND and all teachers work very closely with SEND Coordinator and families to ensure a holistic approach to meeting children's needs.

We want to enhance oral language skills, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

We will provide pastoral support for both pupils and parents and will work with families to support school attendance so that all children are able to engage with the full learning experience at Masefield. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Low and delayed speech, language and communication skills Pupils with limited use of spoken language and unclear diction . Limited vocabulary . Poor listening and attention skills .
2	Delayed and poor social and emotional skills Pupils' exhibit limited ability to resolve conflict and behaviour difficulties. Limited self-regulation and poor self-control. Poor resilience.
3	Limited and lack of readiness to learn Pupils can be tired, lack organisation, be hungry and are unsure of boundaries. Low attendance and punctuality. Some parents can have low aspirations for their children and a low value of education due to their own negative experiences in education. Some parents are unsure of how best to support their children with learning as education has moved on since they went to school. Low parental engagement.
4	Low income Pupils can lack understanding, general knowledge and vocabulary due to lack of first hand experiences. This can sometimes be due to financial constraints within the family.

5	Unidentified developmental delays Some pupils begin Nursery and school with unidentified developmental delays from outside agencies and some parents' lack of awareness of what to expect when.
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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
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	Attainment gap closed with in school non-pupil premium pupils and national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	Attendance gap closed with in school non-pupil premium pupils and national non-pupil premium. Number of persistent absentees reduces.
To close the gap in pupils social and emotional development.	To enable all pupils to be at right time development socially and emotionally.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	All SEND pupils make at least expected progress by the end of the year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions where needed to support them making progress. All pupils make progress on the Thrive assessments.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teacher to child ratio in Year 6 so that it is 20:1	EEF toolkit indicates that reducing class size +3 months impact on learning	2&4
Thrive assessment for all pupils in order to identify relevant objectives for whole class action plan supporting the teaching of PSHCE.	EEF indicates that social and emotional interventions can impact +4 months on pupils learning.	2, 3 & 5
Read, Write Inc training and workshops for staff.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Read Write Inc development for all EYFS, KS1 and for some Y3 pupils.	EEF indicates that phonics programmes can impact on pupils learning by +4 months.	1
Use of LBQ to motivate and support pupils learning.	EEF indicates that digital technology can impact on pupils learning by +4 months.	1
Professional development for all staff to ensure quality first teaching. ECM-Schoot	EEF identifies good evidence for improving teaching quality through CPD	1, 2, 3, 4, & 5
Speech and language screen and interventions in place for identified pupils using NELI and wellComm toolkits.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy.	1&5
All year 4 pupils learn to play a musical instrument by a specialist teacher.	EEF indicates that arts participation impacts on pupils learning by +2 months.	3

<p>Variety of Digital Technology used to enhance learning across the curriculum.</p> <p>Activities to support home learning</p> <ul style="list-style-type: none"> -LBQ -Phonics Play -Read theory -Spelling Shed -Numbots -TT Rockstars 	<p>EEF indicates moderate impact for digital technology (+4 months). Technology supports learning within the classroom (LBQ) The purchased software provides opportunities to continue learning at home and to provide further opportunities for parents and carers to become involved in children's learning.</p>	<p>4</p>
<p>Enrichment-Small group activities that enrich pupils' life experiences, interests and motivation.</p>	<p>Pupils can have limited spoken language and vocabulary so enriching activities and opportunities can provide enhance pupil vocabulary.</p> <p>EEF indicates that arts participation impacts on pupils learning by +2 months. Social and emotional interventions by +4 months and sports participation by +2 months.</p>	<p>2, 3 & 4</p>

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

Budgeted cost: £31,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2, 3 & 5
Providing reading Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
Providing writing Interventions for identified pupils throughout school.	EEF indicates that early literacy approaches can impact on pupils learning by +4 months.	1
Behaviour Lead	EEF indicates moderate impact for behaviour interventions (+3 months)	2&4

Bolton Behaviour Support Service to support identified pupils, families and school in managing and improving behaviour.		
Educational Psychologist to support the school in assessing pupils correctly in order to access support services and improve provision for identified pupils	Specialist services to support SEND pupils and their families.	1,2 & 5
A Speech therapist is employed for 0.5 day per week to provide specialised targeted support for identified pupils.	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy.	1&5
An attendance officer to increase attendance and punctuality	School has a higher rate of pupils/families with persistent attendance issues and punctuality issues.	4
A part time SENCo to support all SEND pupils' provision and needs. Ladywood Outreach	Dedicated SEND service to support pupils/teachers and families. Specialist services to support SEND pupils and their families.	1, 2, 3, 4 & 5

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

Budgeted cost: £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a Hub-a quiet and safe place that allows pupils to calm down, have interventions and allows for small group interventions. Providing social and emotional support and intervention programmes in the Hub for all KS2 pupils.	EEF indicates moderate impact for social and emotional interventions (+4 months)	2&5
To provide a bespoke programme for Y4, 5 & 6 pupils to engage in learner to leader by Bright Leaders.	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2&3

To provide parent workshops to enable parents to know more on how to best support their children with their learning.	Parents are sometimes unsure of how to best support their children with schoolwork and activities. Supporting parents could allow pupils to consolidate learning and practice new skills.	4
Subsidising of school trips.	Additional experiences can enrich the cultural capital for pupils, extending their vocabulary and enabling increased learning connections and motivation.	3&4
Nursery pupils are encouraged to start when as soon as they turn 3 years.	EEF indicates high impact for an earlier starting age (+6 months)	1, 2, 3, 4 & 5
To provide motivational workshops to reinforce social and emotional learning	Additional experiences can enrich the motivation of pupils learning in their social and emotional development.	2

Total budgeted cost: £112,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome	Evaluation of intended Outcome
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD) with a focus on Communication and Language, Personal, Social and Emotional Development and Literacy.	<p>Pupil Premium Pupils are being assessed on the ELG framework.</p> <p>67% of the cohort achieved GLD.</p> <ul style="list-style-type: none"> • Progress in PSED is very good at 100%. • Progress in Communication and Language is good at 100%. • Progress in Physical development is good at 100%. • Progress in Literacy is excellent at 100%. • Progress in Maths is excellent at 100%. • Progress in Understanding the World at 100% due to curriculum coverage. • Progress in Expressive Arts is excellent at 100%. <p>This is higher than Bolton (51%) and national (51%).</p>
In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.	<p>90% of Y1 pupils passed the phonics Screening Check.</p> <p>100% of Y2 pupils passed the phonics Screening Check.</p> <p>In Y1 phonics disadvantaged pupil results outperformed Bolton and National pupils with 75% compared to 69% in Bolton and 67% nationally.</p> <p>In Y2 phonics disadvantaged pupil results outperformed Bolton and National pupils with 100% compared to 81% in Bolton and 82% nationally</p>
In KS1, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth in reading, writing and mathematics.	<p>A new assistant head is in place. She has already made positive changes to teaching and learning in KS1. She closely monitors learning and progress and modelled teaching to other members of staff.</p>
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard and greater depth standard in reading, writing, SPAG and mathematics	<p>A clear progressive and coherent curriculum is continuing to be implemented. This is having a positive impact on pupil premium pupils who are able to access all the curriculum and use evidence-based methods to recall learnt knowledge.</p> <ul style="list-style-type: none"> • At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at expected level in RWM combined. <ul style="list-style-type: none"> ◦ expected – M (91%) Bolton (51%) National (47%) ◦ greater depth – M (18%) Bolton (5%) National (4%) • At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in reading. <ul style="list-style-type: none"> ◦ Reading expected – M (100%) Bolton (65%) National (63%) ◦ Reading greater depth – M (64%) Bolton (20%) National (21%) • At the end of KS2 disadvantaged pupils outperformed with those in Bolton and those nationally at the expected level in writing. <ul style="list-style-type: none"> ◦ writing expected – M (91%) Bolton (62%) National (59%) ◦ writing greater depth – M (18%) Bolton (9%) National (7%) • At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at the expected level in maths.

	<ul style="list-style-type: none"> ○ maths expected – M (91%) Bolton (66%) National (60%) ○ maths greater depth – M (64%) Bolton (19%) National (15%)
To close the attendance gap for pupil premium pupils, reducing the proportion classed as persistent absentees.	A weekly attendance meeting takes place. There are clear procedures in place to support attendance and fine where appropriate.
To close the gap in pupils social and emotional development.	Thrive assessments and interventions are supporting pupils with social and emotional needs. The PSHE curriculum ensures all pupils are taught how to develop their emotions.
To ensure all SEND pupils have the correct provision and resources in order to make at least expected progress from their starting points.	The SENCO has worked on in class provision with class teachers. These pupils are discussed at pupil progress and support put in place where needed
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Thrive assessments and interventions are supporting pupils with social and emotional needs. The PSHE curriculum ensures all pupils are taught how to develop their emotions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rock Stars	Maths Circle
LBQ Subscription	LBQ
Read Write Inc online	Oxford
White Rose Maths	White Rose Education

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We use the Service Pupil Premium Grant funding to ensure our service children receive the highest quality of education to enable them to become active, socially responsible citizens of the future. Our intention is that all children, irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our strategy is to support service family children to achieve that goal.

Children from military backgrounds, often require additional support during particularly challenging times. At Masefield Primary School it is our aim to ensure they have access to a wide range of resources and interventions to support them in reaching their full potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support.

In 2024-25, money was spent on a designated member of staff to have regular check ins when needed with pupils who needed extra support. This was essential due to the changing military picture across Europe and the increased activity for military personal.

The impact of that spending on service pupil premium eligible pupils

Pupil feel confident that they have a designated member of staff to talk to about worried. When something regarding the military action across Europe was discussed in Picture News or Newsround, pupils got an extra session with a member of staff to check they were not worried or upset.