

Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School Name	Old Basford School
Number of pupils in school	458 447
Proportion (%) of pupil premium eligible pupils	31% 31%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024 November 2025
Date on which it will be reviewed	July 2025 July 2026
Statement authorised by	Laura Duffin (HT) Laura Duffin (HT)
Pupil premium lead	Sharon Priddle Sharon Priddle & Lydia Jones
Governor / Trustee lead	Karla McLeod Julie Wirszytz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,435.00 £195,435.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£194,435.00 £195,435.00

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

At Old Basford School, we are PROUD of all our children and firmly believe that each child receiving Pupil Premium deserve the same life chances as their peers.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extra-curricular activities including clubs, workshops and educational visitors. Discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences they otherwise might not receive.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Narrowing the attainment gap across Maths and Writing in all age groups</p> <p>July 2025 Data</p> <table> <tr> <td>Year 6 Data - Maths 63% vs 72% (9%)</td> <td>Year 6 Data - Writing 67% vs 69% (2%)</td> </tr> <tr> <td>Year 5 Data - Maths 48% vs 76% (28%)</td> <td>Year 5 Data - Writing 48% vs 54% (6%)</td> </tr> <tr> <td>Year 4 Data - Maths 42% vs 78% (36%)</td> <td>Year 4 Data - Writing 46% vs 75% (29%)</td> </tr> <tr> <td>Year 3 Data - Maths 37% vs 80% (43%)</td> <td>Year 3 Data - Writing 32% vs 73% (41%)</td> </tr> <tr> <td>Year 2 Data - Maths 67% vs 82% (15%)</td> <td>Year 2 Data - Writing 50% vs 68% (18%)</td> </tr> <tr> <td>Year 1 Data - Maths 40% vs 75% (35%)</td> <td>Year 1 Data - Writing 25% vs 70% (45%)</td> </tr> </table>	Year 6 Data - Maths 63% vs 72% (9%)	Year 6 Data - Writing 67% vs 69% (2%)	Year 5 Data - Maths 48% vs 76% (28%)	Year 5 Data - Writing 48% vs 54% (6%)	Year 4 Data - Maths 42% vs 78% (36%)	Year 4 Data - Writing 46% vs 75% (29%)	Year 3 Data - Maths 37% vs 80% (43%)	Year 3 Data - Writing 32% vs 73% (41%)	Year 2 Data - Maths 67% vs 82% (15%)	Year 2 Data - Writing 50% vs 68% (18%)	Year 1 Data - Maths 40% vs 75% (35%)	Year 1 Data - Writing 25% vs 70% (45%)
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2	<p>Narrow the gap in achievement in phonics in F2 & KS1</p> <p>July 2025 Data</p> <p>Year 1 Phonics Data - 53% vs 87% (34%)</p>												
3	<p>Narrowing the gap in combined attainment in year groups 2, 3 & 4 and these cohorts moving forward over the next three years</p> <table> <tr> <td>Year 6 Data - Combined 52% vs 59% (7%)</td> </tr> <tr> <td>Year 5 Data - Combined 44% vs 51% (6%)</td> </tr> <tr> <td>Year 4 Data - Combined 21% vs 68% (47%)</td> </tr> </table>	Year 6 Data - Combined 52% vs 59% (7%)	Year 5 Data - Combined 44% vs 51% (6%)	Year 4 Data - Combined 21% vs 68% (47%)									
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Year 5 Data - Combined 44% vs 51% (6%)													
Year 4 Data - Combined 21% vs 68% (47%)													

	Year 3 Data - Combined 26% vs 66% (40%) Year 2 Data - Combined 42% vs 64% (22%) Year 1 Data - Combined 25% vs 70% (45%)
4	Developing emotional well-being through the employment of School Counsellors & implementation of Zones of Regulation throughout school 33% of our PP children received pastoral support compared to 18% other. Of the children that received pastoral support, 47% were PP.
5	Improve pupils Personal Development to include the implementation of oracy strategies across all year groups to develop confidence SLT monitoring across the academic year has shown that sentence stems are being used across the school to embed oracy and the creative curriculum is allowing for more opportunities to talk. 90% of children are happy and enjoy their learning 94% say they have someone to talk to in school if they are worried.
6	Improve the effectiveness of continuous provision enhancements to narrow the gap in the Good level of Development by the end of Foundation 2. Our GLD rose from 65% to 68% 67% of PP children achieved GLD

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
Progress in Maths	Aim is for 85% of pupils to make expected or accelerated progress
Progress in Writing	Aim is for 85% of pupils to make expected or accelerated progress
Phonics	Aim is for 85% of pupils to meet the expected standard in phonics and to maintain this
Combined Attainment	Aim is for 75% of pupils to achieve combined expected attainment across reading, writing and maths
Social and Emotional skills	Maintain high levels of wellbeing from 2024/25 monitored through pupil voice, counselling reports and pastoral team feedback. All disadvantaged pupils to access at least 1 club and a number of enrichment activities over the year.
Personal Development	Monitored and measured through pupil voice and wider opportunities for public speaking
EYFS Good Level of Development	Aim to narrow the gap in the GLD to bring on a par with OTHERS

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: £ 165,210.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through the use of Teaching Assistants specific pupils (Y1-6) to make accelerate progress through named interventions: Reading/Maths/Writing <i>Every year group has a teaching assistant(Y1-Y6)</i> <i>Additional TA delivering interventions 3 days a across KS1 & 2</i> COSTING- £128,374.43 <i>COSTING- £165,210.86</i></p>	<p>EEF (+4) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £3,647.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y6 pupils to achieved ARE and are ready for the next stage of learning (x16 pupils) COSTING- £2,800 <i>COSTING- £2,800</i></p>	<p>EEF (+4) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1</p>
<p>To narrow the gap in literacy skills children will have access to Nessy Intervention and Dyslexia Screening COSTING - £756 <i>COSTING - £847.50</i></p>		<p>1, 2 & 3</p>

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

Budgeted cost: £84,918.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the role of the school counsellor to ensure pupils are emotionally supported. COSTING - £25,275 COSTING - £25,275	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community	4
Maintain a strong pastoral team to ensure pupils are supported, have a voice and are subsequently ready to learn COSTING - £41683 COSTING - £48,663		4
Improve specific pupils physical and mental health, wellbeing, attitude/ behaviour, friendships and self-esteem whilst developing intrinsic play. COSTING-£2750 COSTING-£2250	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	4, 5 & 6
All pupils having full access to wider curriculum and enrichment activities COSTING - £4000 COSTING - £4000		4 & 5
All pupils feel a part of the school team and ready to learn COSTING £1000 COSTING £1000	EEF - Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	4
To develop and increase provision for mental health by having a trained Senior Mental Health Lead.	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on	4

	the academic or cognitive elements of learning	
<p>Developing the 'Supporting Families' programme to ensure pupils well-being is supported.</p> <p>COSTING £2642.22</p> <p>COSTING £3730.22</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community</p>	4

Total budgeted cost: £253,776.58

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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.

Aim	Outcome
Through the use of Teaching Assistants specific pupils (Y1-6) to make accelerate progress through named interventions: Reading/Maths/Writing	Interventions used: Switch On Nessy (see below)
Y6 pupils to achieved ARE and are ready for the next stage of learning (x16 pupils)	14 PP children achieved combined EXS at the end of year 6 which was 52% of PP children in that cohort.
To narrow the gap in literacy skills children will have access to Nessy Intervention and Dyslexia Screening	61 children accessed Nessy of which 38 were PP which was 62% of all children who accessed Nessy and 40% of our KS2 PP children.

Developing the role of the school counsellor to ensure pupils are emotionally supported.	A total of 443 appointments have been attended during the academic year 2024/2025. 58% of referrals relate to children identified as being disadvantaged and Pupil Premium funding to the school is provided to address any inequalities in the educational attainment of the student population.
Maintain a strong pastoral team to ensure pupils are supported, have a voice and are subsequently ready to learn	33% of our PP children received pastoral support compared to 18% other. Of the children that received pastoral support, 47% were PP.
Improve specific pupils physical and mental health, wellbeing, attitude/ behaviour, friendships and self-esteem whilst developing intrinsic play.	Through changing the lunchtime provision, behaviour incidents decreased by 37%. Children's self esteem and well being has developed and children enjoy all aspects of OPAL play.
All pupils having full access to wider curriculum and enrichment activities	All children have the opportunity to attend trips and residential to support the wider curriculum. In 2024-25
All pupils feel a part of the school team and ready to learn	All PP children were given a sweatshirt at the start of the academic year.
To develop and increase provision for mental health by having a trained Senior Mental Health Lead.	Weekly MHST sessions began during the academic year with Barbara.
Developing the 'Supporting Families' programme to ensure pupils well-being is supported.	Programme started up by Lisa Toone and 5 families worked with on the Supporting Families pathway, of which 60% were PP children.