Broughton-in-Amounderness Church of England Primary School

Pupil Premium Grant Strategy Document

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Broughton-in-Amounderness Church of England Primary School
Number of pupils in school	322 (21 pupils pupil premium)
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	SEC Committee
Pupil premium lead	Caroline Lowcock
Governor / Trustee lead	Helen Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,365 for all groups
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	**£ 32,365**

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for every child in our school to attain highly and reach their full potential. We are dedicated to delivering a curriculum that supports and challenges pupils to excel in both core and foundation subjects. Our Pupil Premium strategy focuses on providing disadvantaged pupils with the support they need to reach high standards, including those who are already high achievers. We are committed to equipping each child with the academic knowledge and social skills necessary to thrive in their future educational paths and beyond.

We recognise that many of our pupils, particularly those from disadvantaged backgrounds, have been impacted by the Covid-19 pandemic. Our priority is to close any learning gaps for these pupils while ensuring they feel safe, supported and ready to learn.

The primary aim of our strategy is to provide each child eligible for Pupil Premium funding with the individualised, targeted support needed to attain at least in line with year group expectations and to ensure they receive comprehensive support for their emotional and social wellbeing.

Our approach is based on the Education Endowment Foundation's Guide to Pupil Premium and follows a tiered framework. We prioritise high-quality first teaching for all pupils, complemented by small-group and one-on-one support when additional assistance is required. Some strategies funded by Pupil Premium are designed as wider school initiatives, benefiting the entire school community. Given the small proportion of pupils eligible for Pupil Premium funding, we are able to closely monitor and provide tailored support to each child, although these numbers are increasing as our school grows. Our learning mentor works in collaboration with class teachers to ensure that every Pupil Premium pupil is well-supported. For pupils needing additional social or emotional support, our nurture room, "The Nest," serves as a secure space beyond the classroom.

Two core principles guide our strategy: first, focusing on a small set of high-impact priorities to achieve the greatest benefit for our pupils, and second, aligning our Pupil Premium goals with the priorities outlined in our School Development Plan to maximise positive outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that some children's spoken language skills and breadth and knowledge of vocabulary is under developed.
2	Financial constraints should not limit the opportunities available to our disadvantaged pupils. However, there are instances where families face difficulties in affording curriculum enrichment activities or extracurricular programs.
3	Observations, discussions and a BounceTogether survey shows that some children, including those children who are disadvantaged, find it difficult to express or ask for help and support. As we grow as a school, we are aware that we need to continue to support all children in this way whenever they need it.
4	There are increasing demands within the variation of needs in the classroom and high expectations placed on subject leaders to lead and plan their subject across school. Teachers who are non-specialised in subject areas require CPD to deliver a broad, balanced and effective curriculum. The need to specialise and enhance CPD for support staff is becoming increasingly significant in delivering timely and effective interventions
5	Some families of children, including those who are disadvantaged, are overwhelmed when supporting their children with homework tasks. In some cases, time or resources is a barrier to completion of homework.
6	Provide inclusive before and after-school care, offering disadvantaged children a safe, supportive environment to enhance learning, well-being, and access to resources like meals and transportation. This provision also supports working families and will be monitored to ensure it improves academic outcomes, attendance, and pupil well-being, helping to close the achievement gap.

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
Children's vocabulary to be extended and developed.	Children's vocabulary will increase and they will be increasingly confident and articulate speakers.

Disadvantaged pupils will have equal access to curriculum enrichment and extracurricular activities, ensuring that financial constraints do not hinder their opportunities to engage fully in these valuable experiences.	A proportionate number of children in receipt of Pupil Premium will attend enrichment opportunities and extra-curricular clubs.
Children to interact positively with peers and be able to manage their own emotions.	Children's overall wellbeing will improve and this will be observed through daily interactions and the wellbeing survey. Fewer incidents of unsatisfactory and unkind behaviour will be reported.
Teachers feel confident in delivering high-quality lessons across the curriculum. Teaching Assistants will lead on their specific interventions ensuring a high-quality, timely approach to closing any academic barrier, including those children in receipt of Pupil Premium.	Planned whole-school CPD programme will ensure that all staff (including teaching assistants) have access to personalised training and all teachers will feel confident in delivering high-quality lessons. Individual children will be targeted according to their needs and all children, including those in receipt of Pupil Premium, will make good progress.
The academic attainment and engagement of children in receipt of Pupil Premium will improve by fostering a consistent homework routine, supporting independent learning skills, and involving families in the learning process.	Improved homework completion rates and increased parental engagement in learning activities, and demonstrable progress in core academic skills. Regular feedback from students, parents, and teachers will be collected to refine strategies as needed. This approach aims not only to support those children in receipt of Pupil Premium academically but to equip them with the skills and confidence necessary for lifelong success.
Academic outcomes, attendance, and pupil well-being will improve, contributing to closing the achievement gap while also supporting working families effectively.	Disadvantaged children have access to high-quality before and after-school care, providing a safe and supportive environment that enhances learning, well-being, and social development. Barriers such as access to meals, financial support with fees to ensure equal access for families.

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all staff have access to relevant and enhancing CPD opportunities and disseminate this information across school. Plans will be suitably adapted to meet the needs of all learners.	**Budget: £7000** *£1000 National College subscription for all staff, including support staff* *£3000 staff CPD external* *£3000 further external support* EEF (2021) Effective Professional Development: Guidance Report. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	4

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

Budgeted cost: £17,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular wellbeing surveys tailored to gauge the mental health and emotional needs of all children, including those who are disadvantaged. This activity will help the school monitor their wellbeing identify areas where support is needed, and implement timely interventions to improve their overall emotional and social wellbeing.	**Budget: £8890** £390 Boxall intervention £2000 BounceTogether Nurture sessions £1000 Nurture Training £2500 'The Nest' resources *and staffing* £1000 Sensory room resources *£1000 Outreach support* *£1000 External sensory CPD* Wigelsworth, M., Verity, L., Mason, C., Humphrey, N., Qualter, P., Troncoso, P. (2019). Primary Social and Emotional Learning: Evidence review. London: Education Endowment Foundation. https://educationendowmentfoundation.org.uk/public/files/Social_and_Emotional_Learning_Evidence_Review.pdf The EEF Guidance Report Improving Social and Emotional Learning in Primary Schools is available at: https://educationendowmentfoundation.org.uk/tools/guidancereports/social-and-emotional-learning/	3
Screening children upon entry to reception and those in receipt of pupil premium, to ensure that all children have to skills to communicate and articulate their ideas, thoughts and feeling effectively.	**Budget: £1600** *£600 WellComm* *£1000 Literacy shed & Pobble* Peer to peer talk in the early years: Protocol for a rapid evidence assessment Principal investigator(s): Jon Kay, Isabel Kempner, Kat Pearce, Hannah Shackleton https://d2tic4wvo1iusb.cloudfront.net/production/documents/EY-peer-to-peer-search-protocol.pdf?v=1732660551	1

TA interventions: Plus 1 Power of 2 Stareway to Spelling SENDCo support Rapid programmes SLCN interventions (external) Homework club – led by SLT	**Budget: £6620** £2000 Consumable resources £4620 SENDCo/Learning Mentor associate (14 days) Effective deployment of Teaching Assistants: https://d2tic4wvo1iusb.cloudfront.net/production/documents/TA-project-plan.pdf?v=1732707564	4, 5

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichments and enhancements to the curriculum.	**Budget: £3500** £1000 cultural capital activities £2500 contingency for trips in case of affordability This not only benefits Pupil Premium children but develops all children's language across school. It provides children with experiences which enhance their vocabulary. These experiences develop their cultural capital. The EEF Toolkit has a strand on arts participation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
Breakfast club	**Budget: £2500** Education Endowment Foundation (2024) Breakfast Interventions, Rapid Evidence Assessment, London: Education Endowment Foundation https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions_-_rapid_evidence_assessment.pdf?v=1731922372	6

Total budgeted cost: £30,110 *[insert sum of 3 amounts stated above]*

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.

Aim	Outcome
Children who receive pupil premium funding will attain age related expectations in reading, writing and maths.	Reading: 8 below; 5 on track; 3 GD Writing: 9 below; 6 on track; 1 GD Maths: 5 below; 9 on track; 1 GD 6 children in receipt of pupil premium also have SEND needs
Attendance of all pupils in receipt of pupil premium funding will be in line with the school average.	PP – 94% (2 families, one including holiday during term time) School – 96.5%
Pupils' personal, emotional and social wellbeing issues will be well supported and children will make good progress.	The progress made for children in receipt of pupil premium was at or above expected progress in all core subjects.

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
My Happy Mind BounceTogether	