

Pupil Premium Strategy Statement – Broughton Primary School

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	8%
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	Sep 2026
Date on which it will be reviewed	Sep 2027
Statement authorised by	Claire Shortt
Pupil premium lead	Amy Italiano
Governor / Trustee lead	Nicki Hobbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,220
Pupil premium funding carried forward from previous years	£436
Total budget for this academic year	£26,656

Part A: Pupil premium strategy plan

Statement of intent

We are committed to meeting pupils' pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities that will enable them to fulfil their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We identify barriers to be addressed, and the interventions required, whether in small groups, large groups, whole school or as individuals, and allocate funds accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are to ensure all students receive quality first teaching in each lesson, to close the attainment gap between disadvantaged pupils and their peers, to provide targeted academic support for students who are not making the expected progress and to address non-academic barriers to attainment such as attendance and behaviour.

Challenges

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

Challenge number	Detail of challenge
1	Baseline levels: EXS reading, writing and maths skills in KS1 were lower for KS2 PP pupils (Reading: 83%. PP: 54% . Writing: 71%. PP 54% . Maths 83%. PP 69%).
2	SEN: A comparatively large proportion of PP pupils have significant additional needs (33% of PP pupils have SEN learning plans; contrasted to 16% of the whole school).
3	Confidence and self-esteem: Some PP pupils have low expectations of their learning, reflecting families' negative experiences of school and limited support from home.
4	Attendance: 13% of PP pupils have low attendance records (<90%), compared with 7% of all pupils.
5	Finances: Some families of PP pupils have difficulties in paying for externally funded items and activities, such as uniform, trips and residential.

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
Achievement levels of PP pupils are in line with all pupils.	PP pupils achieve positive progress scores across KS2. Yr 6 PP progress and achievement at national average.
Positive attitudes towards learning and self-esteem are developed.	Pupil surveys show PP learners have positive attitudes towards school and their learning / achievements.
Increased attendance rates for pupils eligible for PP.	All PP pupils achieve attendance rates <90%.
Increased involvement by PP pupils in extra-curricular activities.	All pupils eligible for PP attend extra-curricular trips/residentials within the school day and attend at least one club/provision outside of school hours.

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: £7,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition. Pre-SATs booster groups for Year 6. Investment in resources and additional teaching staff.	This has proven to be an effective way of boosting pupil's confidence, abilities and preparedness for KS2 SATs. Pupils respond well to small group/individual support with their learning. EEF Toolkit reports moderate impact of 4 months on attainment from small group tuition.	1, 2
Phonics. Investment in a systematic synthetic phonics programme for KS1, delivered through small group tuition: resources and additional teaching staff.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with EEF Toolkit reporting a high impact of an additional 5 months' progress.	1, 2
CPD. Investment in a new handwriting scheme of work and a Maths fluency programme, plus related CPD and cover for teachers.	Teachers are keen to build on successful Ofsted targets and continue to progress the development of our school curriculum and expertise amongst staff. The EEF Toolkit details high impact of 5 months from mastery learning in mathematics.	1, 2

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

Budgeted cost: £11,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions. Intervention work to support individuals and groups of pupils to boost attainment and close the gap.	EEF Toolkit reports moderate impact of 4 months from high-quality, targeted interventions which improve learner outcomes. TAs provide a variety of interventions such as SALT (very high impact of 6 months), one to one tuition (high impact of 5 months) and small group work (moderate impact of 4 months).	1, 2

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

Budgeted cost: £5,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, emotional and behavioural support. Mentoring and pastoral support/confidence building by SENCo for pupils and families to promote good attendance.	Until pupils' self-esteem and confidence are developed, they are unlikely to make improved academic progress. EEF reports that metacognition and self-regulation techniques have very high impact of 8 months, parental engagement has moderate impact of 4 months and social and emotional learning and behaviour interventions have moderate impact of 3 months. DfE highlights a clear link between attendance and attainment.	2, 3, 4
Subsidisation. Subsidise costs for disadvantaged families for extra-curricular provision and uniform vouchers.	Financial difficulties can limit participation and inclusion for disadvantaged pupils in accessing extra-curricular provision. Subsidising costs is gratefully received by families and increases participation levels. Pupils who feel different to their peers may lack confidence and find it difficult to engage successfully in school life.	3, 5

Total budgeted cost: £24,242

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Achievement levels: 100% of PP children made positive progress in Writing, 100% in Maths and 100% in Reading, from KS1 data, in Year 6 SATs assessments. All Pupil Premium children achieved EXS or GDS in all SATs assessments - they had all achieved WTS across all subjects in KS1.

92% of KS2 PP children made positive progress in Writing, 83% in Maths and 83% in Reading, from KS1 data, across the whole school.

This is excellent data for the end of KS2. We will review progress made across KS2 with teachers at the beginning of the academic year, to ensure this progress and development is continued.

Positive attitudes: Pupil surveys show that 73% of PP children have good self-esteem, 80% have good confidence in school and 73% have a good attitude towards their schoolwork. These are positive percentages and children who were identified as having lower confidence in these areas have been supported by our Pastoral Lead.

Attendance: Higher attendance numbers (>95%) have significantly increased in PP pupils from the previous year (50% to 87%). The number of PP pupils with low attendance data (<90%) has increased (0% to 13%), although this represents a small number of children. Strategies to support families and improve attendance have had an excellent effect and we will look to use these to support the small number of pupils with low attendance records.

Extra-curricular activities: 100% of all PP children attended class school trips, 100% of eligible pupils attended class residentials and 89% of KS2 PP pupils accessed extra-curricular clubs, activities and sports. We aim to keep these levels of engagement and enrichment high.