**Broadbottom CE (VC) Primary School**

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**“Let your light shine”………Matthew 5:16**

**Pupil Premium Strategy and Recovery Premium Statement**

**April 2025**

**Updated 18th March 2025**

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Broadbottom CE (VC) Primary |
| Number of pupils in school | 86 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2025 - 2028 |
| Date this statement was published | 18.03.25 |
| Date on which it will be reviewed | 17.03.2026 |
| Statement authorised by | Joanne Marrow |
| Pupil premium lead | Joanne Marrow |
| Governor / Trustee lead | Jaci Nelson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £50,340 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £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 | £50,340  No |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Broadbottom CE (VC) Primary school, it is our intention that all pupils regardless of their background or personal challenges, have the best chances to make good progress and reach age related expectation across all subjects. The focus of this strategy is to demonstrate how the school will support disadvantaged pupils to achieve this goal including progress for already high attainers.  Within the strategy we will consider vulnerable pupils and the challenges they face. This will include children with a social worker and those who are young carers. These pupils will be supported regardless of whether they are disadvantaged or not.  At the heart of our approach is high-quality teaching, with a specific focus on areas in which disadvantaged pupils require the most support. This has 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. Inherent within this strategy is the intention to sustain and improve the attainment of non-disadvantaged pupils, whilst improving progress for peers from the disadvantaged group.  Integral to the plan is a focus on wider school recovery to improve the quality of teaching through staff professional development. This is aimed at improving the quality of education for disadvantaged pupils through implicit training to meet their needs and will also benefit non-disadvantaged learners. In addition, is the provision of targeted academic support through a digital teaching platform that focuses on addressing specific gaps in learning for disadvantaged pupils from their starting point.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, namely track zone. This dispels assumptions about the impact of disadvantage, and provides pupil profiles with data analysis, attainment and progress for pupils to support early intervention and pinpoint key areas for support. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure that disadvantaged pupils are supported and challenged through high expectations of their outcomes in the work they are set * act swiftly through robust tracking to identify pupils and intervene early to address need * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, data, and observations suggest that pupils from disadvantaged groups have greater difficulty acquiring phonetic skills and knowledge. This in turn has an impact on their reading development and writing skills. |
| 2 | Internal data from assessments indicate that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged in most cases. |
| 3 | Assessments, data, and observations indicate that some pupils have underdeveloped oral language skills and gaps in vocabulary. This is more prevalent in disadvantaged leaners than their peer and is evident from EYFS to KS2. |
| 4 | Data, assessments, and observations indicate that the education of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations especially in writing and maths. |
| 5 | Observations and discussions with pupils and their families have identified social and emotional issues for some pupils, notably due to isolation, lack of enrichment and peer interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Referrals for support have increased during the pandemic. 2 pupils (1of who are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving individual interventions. |
| 6 | Attendance data for the last year ranged between 93-97%. Non-attendance is higher amongst disadvantaged pupils with more incidents of broken weeks than non-disadvantaged pupils. |

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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.

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| Intended outcome | Success criteria |
| Improved reading fluency and attainment for disadvantaged pupils | All forms of assessments and observations will indicate significantly improved skills in phonics application, reading fluency and understanding among disadvantaged pupils.  More pupils from disadvantaged groups will achieve national outcomes in reading in Y6 statutory assessment. |
| Improved vocabulary and oral language skills for disadvantaged pupils | All forms of assessment and observation will evidence significant improvement in the application and use of a broader vocabulary among disadvantaged pupils. |
| Improved reading attainment and comprehension skills for disadvantaged pupils | By 2028 KS2 reading outcomes will show that more than 70% of disadvantaged pupils will meet the expected standard. |
| Improved maths attainment across all year groups culminating at the end of key stage 2 | By 2028 KS2 Maths outcomes will show that more than 70% of disadvantaged pupils will meet the expected standard. |
| To sustain the wellbeing of all our pupils, with particular focus on disadvantaged pupils | There will be sustained high levels of wellbeing demonstrated by   * qualitative date acquired by pupil voice, surveys from parents and pupils and teacher observations * an increase in uptake for after school enrichment activities among disadvantaged pupils |

**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: £ 5,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for all staff for White Rose Hub Maths and mastery teaching  £2,000 | This is a support package led by the Turing NW maths hub to develop and enable quality maths teaching across all phases, with a focus on narrowing the attainment gap for deprived pupils  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2,3,4 |
| Training and purchase of a new reading comprehension scheme for KS2  £2,000 | This is a programme which will provide consistency throughout KS2. Fidelity to a scheme is important to build knowledge and ensure there are no gaps in learning. Due diligence was carried out to ensure this was a correct fit for our school. This is a research-based system. | 1,2,3,4 |
| Purchase of a mental maths scheme  £5,00 | Consolidate the practise of arithmetic throughout school with protected time to deliver CGP challenges for the purpose of improving maths skills for all pupils and narrowing the attainment gap.  [EEF publishes guidance to help teachers boost primary and… | EEF](https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths) | 1,2,3,4 |
| Implementation of DFE Reading Fluency Trial ‘Better Reading intervention’  £500 | Engagement with the DFE on a bespoke reading approach to reading scheme Working with the Literacy Hub (Lacey Green) provides opportunity to develop reading in the school which is bespoke to our setting and supports the transition to high school.  [KS2 Reading Fluency Project - trial | EEF](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial) | 1,2,3,4, |

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

Budgeted cost: £800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a programme to improve vocabulary, maths and reading skills for disadvantaged pupils who to narrow the gap with their peers | A bespoke intervention that supports a child from their own individual staring point, develops their confidence and self-belief, which improves their attainment and progress  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term) | 1,2, 3,4,5 |

**Total budgeted cost: £ 5,000**

# 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 2022 – 2023 academic year.

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| As a small school results fluctuate each year due to each child representing a high percentage in each cohort.  Results of KS2 SATs   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Reading | Writing | GPS | Maths | combined | | Cohort (16) at ARE | 75% (12) | 75% (12) | 81% (13) | 75% (12) | 63% (10) | | Pupil Premium (4) | 50% (2) | 50% (2) | 50% (2) | 75% (3) | 50% (2) | | Cohort (16) above ARE | 46% (6) | 25% (4) | 46% (6) | 19% (3) | 12.5% (2) | | Pupil Premium (4) | 0 | 0 | 25% (1) | 0 | 0 |   Results at the end of the year through KS1 And KS2, Years 1 to 5.   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | Years 1-5 (55) at ARE | 75% | 75% | 80% | | Pupil Premium (17) | 47% | 53% | 59% |   Through assessments it can be seen that current year 3s were the hardest hit by the covid pandemic, as they were the reception class at that time. This is shown more in the writing where only 36% achieved ARE in the year 2 tests. The purchase of a new, structured writing system will address this and also build as they move through school. Pre and post teaching is being utilised to break down the steps whilst allowing the children to access the class text and writing. 64% gained ARE in Maths and Reading in that cohort. Maths and reading interventions are to be put in place for target children.  The phonics scheme is taught with fidelity. Regular feedback from coaches has confirmed we are delivering it well. The next step is training around 1:1 interventions.  Through pupil voice, it shows the new curriculum has had a positive impact on the children’s engagement and enjoyment of the curriculum.  Purchasing a platform which provides individual learning in maths and writing has had a positive impact. Through analysing the children’s age score, it can be seen that some have made up to 3 years progress. This needs to be encouraged more for home use as well as in school time. |

## 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*

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| Programme | Provider |
| Doodle Maths/English/Spelling/Times tables | Doodle Learning |