Pupil premium strategy statement – Broughton

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	90
Proportion (%) of pupil premium eligible pupils	4% (FSM) 9% (Forces premium)
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)**	2025-2026 2026-2027 2028-2029
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Pupil premium lead	Lucy Macey
Governor / Trustee lead	Derek Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13, 240.00
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*	£13,240.00

Part A: Pupil premium strategy plan

Statement of intent

At Broughton Primary School this fund supports children who are in receipt of free school meals, and or who have been previously looked after or are looked after in care.There is also a proportion of money which is allocated for those children who are in receipt of service premium: with either one or both parent being a serving member of the British Armed Forces.

This is a School where we practice the philosophy that "One size does NOT fit all", that children need different support, interactions and provisions according to their circumstances and that this can alter as they move through the school and experience change in wider life.

For children in receipt of pupil premium funding , we are committed to ensuring that they receive the tailored support that is needed to ensure that they thrive both academically and socially.

For those who receive forces premium, we look carefully at the impact that: deployment of a parent, frequent changes to schooling systems and having parents who may face particular risks as part of their job role may have on the children.

This is the first year of our new 3-year cycle and will build upon the past successes of the previous cycle whilst implementing new strategies to support the needs of our children.

It is intended to promote the following outcomes:

- *Through thorough scrutiny of data outcomes and discussions in pupil progress meetings,lesson observations and book looks,* ***barriers to learning will be identified promptly and addressed****, utilising a range of expertise and applying carefully selected resources.*
- *Training will be accessed by* ***all staff*** *to ensure that they have the most up to date knowledge and understanding of how to build positive partnerships with the children and how to communicate effectively and sensitively.*
- *Children are supported to* ***address and overcome*** *barriers to learning that may be caused by a range of factors and may present in a number of ways.*
- *Through sensitive communication* ***positive relationships*** *will be built with members of the family, carers, support workers and all agencies to provide* ***a consistent framework of support*** *for the children.*

Challenges

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

Challenge number	Detail of challenge
1	*Ensuring that once the foundational skills in reading are secured these are appropriately developed and nurtured to ensure that fluency and understanding as well as a love of reading are developed in this group.*
2	*Loss of resilience when managing challenge in both learning and wider aspects of school life*
3	*Maintaining effective communication strategies with carers to support consistent provision across all the areas of school / home life.*
4	*Ensuring that the right support is offered to Forces families dependent on the circumstances and wishes of all members around the level and types of support.*

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
All PP children secure foundational skills in reading which is then monitored closely into KS2 to ensure that their reading skills and fluency can support the increased demand as they progress through the school and All PP children secure times tables knowledge at age related expectations.	All PP children (non- SEND relating to cognition and learning) to pass in phonics screening test. All PP children who do not have access to daily reading with an adult at home to have daily reading whilst on coloured banded books until they become a free-reader. That PP children will achieve reading scores in line with their ability and which represent better than expected progress from their starting points. All PP children (non- SEND relating to cognition and learning) to achieve in-line with their peers in multiplication tables in Years 2-6.
All PP children are able to develop and sustain positive relationships with their peers and can articulate that they have a range of tools that	ELSA and Flourish support has shown an improved Boxall assessment from their entry data.

they can use to support them. They can also articulate where they can get support if needed	Adults are able to observe that children are using tools to regulate- with increased levels of independence. CPOMs entries show a decline in tagged incidents relating to conflict with peers.
That all children with a parent serving in the Armed Forces can access a range of support during key times where they may need additional input and nurture	Children are supported well and families report positively on the impact of the strategies that are in place both at home and school.

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: £ *6764*

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA / TALA	Children have access to resources and learning strategies that support good mental health. Children are able to talk to a trusted adult who, where appropriate, can feedback to the relevant adults who may benefit from awareness of issues.	2,3 and 4
Flourish	Children benefit from access to a range of specific activities and approaches that help with regulation of emotions. Thrive can also be used as an effective behaviour management strategy, to relieve the demand of the more formal subjects.	2,3 and 4

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

Budgeted cost: £ 5814

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics Keep up/Catch up Little Wandle	Targeted quality first teaching in small groups will help children catch up linked to our whole school phonics system for most impact	1,4
Structured reading intervention and support including project X, reading explorers, reading comprehension groups and 1:1 reading		1,4

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

Budgeted cost: £ *662*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra- curricular activities and provisions including school trips and residentials	All clubs are non-charging to encourage participation Trips and residentials are also included to encourage full participation	3,4
Clubs runs by known adults / supporting in clubs run by external providers	Sustained participation in extra curricular activities has a wide range of benefits that support academic, social, emotional, and physical development. Ensuring familiar adults are available to run clubs/ attend in a supportive capacity enables children to attend successfully and helps promote engagement.	3,4
Additional parent workshops/outreach	Workshops run regularly for parents covering phonics, early reading and maths- individual meeting switch parents also offered for those who are hard to reach or lack confidence to attend whole school ones	4

Total budgeted cost: £ 13, 240.00

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.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.