

Pupil premium strategy statement: 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

Detail	Data
School name	Scott-Broadwood Infant School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	30 th September 2025
Date on which it will be reviewed	30 th September 2026
Statement authorised by	James Baguley
Pupil premium lead	Rebecca Hopkins
Governor / Trustee lead	Gary Joyce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,180.00
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	£ 18,180.00

Part A: Pupil premium strategy plan

Statement of intent

In the name of the Good Shepherd, every child will love, achieve, believe and have life in abundance.

This is grounded in the parable of the Good Shepherd, which reminds us that God takes care of all of us, even those who are lost and is theologically underpinned by the bible verse from John 10:10; 'I have come that they may have life, and that they may have it more abundantly.' Our fervent desire is for all our children to learn and live through our Christian values and to have abundant life.

Our Values are the golden thread running through our school ensuring everything we do is grounded in our Christian ethos.

Love

Do all these things; but most important, love each other. Love is what holds you all together in perfect unity. Colossians 3:14

We are kind to one another, our community and the wider world. We understand that together we are stronger and richer because of our differences.

Achieve

Commit your work to the Lord, and your plans will be established. Proverbs 16:3

We work hard and stick at it. We know that true learning happens when we challenge ourselves and make mistakes. We keep going and develop the stickability we need to thrive.

Believe

For nothing will be impossible with God. Luke 1:37

We challenge our children to aim high and dream big; sparking curiosity, nurturing aspirations and inspiring the flexibility and resilience needed to flourish in our rapidly developing world.

Along with all the children at our schools, we want our disadvantaged children to access to a broad, enriched curriculum offer which enables them to make good progress and achieve well in all subject areas. We will consider the challenges faced by vulnerable pupils and reflect on what they need to achieve at least as well as their non-disadvantaged peers. The activity we have outlined in this statement is also intended to support the needs of all our children, 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.

Our approach is holistic and is designed to build on our small steps 'mastery' pedagogy. Over time, continued, holistic support enables all children, but particularly those who are disadvantaged, to achieve well at Scott Broadwood.

We are not complacent and continue to identify and overcome barriers to learning and achievement. Based on our knowledge of the community and needs of the children, our plan has a clear focus on Quality First Teaching, access to Enrichment to support building children's Cultural Capital and support

for Emotional Well-Being. Our leadership meet half termly to review and audit the learning opportunities and provision for our pupil premium children.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Achievement of disadvantaged pupils remains an identified area on our School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Close the gap in English and Mathematics outcomes for disadvantaged pupils.
2	Lack of parental ambition, poor emotional and mental well-being and self-belief of children which limits academic achievement
3	Lack of access to wider life experiences beyond the confines of where they live, which limits vocabulary and understanding of the wider world

Intended outcomes

Pupil Premium Provision will include:

- Exemplary CPD for teachers and LSA's to ensure high quality teaching and learning across all year groups (subject knowledge development and teaching and learning strategies)
- Providing small group robust and immediate intervention with experienced teachers and TA's focused on closing the gap to national standard and closing the gap following COVID-19
- 1-1 support where needed to ensure every pupil premium child makes at least good progress to close the gap to national expectation/greater depth
- Extra-curricular and enrichment activities intended to promote confidence, well-being and self-esteem
- Pastoral support from an ELSA so pupils are ready to learn
- Increased provision for pupil premium children with additional needs, which create barriers to learning, such as Lego Therapy and young carers clubs
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups, additional music lessons)
- Educational Welfare Officer to support attendance of PP children, as well as parents supporting their children's education

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have achieved.

Intended outcome	Success criteria
Ensuring that all children receive a full enquiry curriculum offer (teachers have received training in a new curriculum approach)	All core subjects are taught to a high standard after the implementation of a new enquiry curriculum approach. All children, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum providing varied enrichment opportunities All foundation subjects are taught fully and leaders track these through book looks, assessment analysis, lesson observations, team teaching and team planning
Ensure all disadvantaged children make good progress regardless of starting point in the core subjects	Disadvantaged children in all year groups attend school well, make strong progress from their baseline start points, and leaders can show improved attainment for all these children
Disadvantaged pupils' phonological awareness will improve through the school with targeted support – phonics intervention and precision based teaching	End of KS1 reading outcomes will be at least in line or higher than national figures ALL year 2 children can read by the end of the summer term 2026
To heavily subsidise disadvantaged families so that all children can access a wide range of cultural experiences and curriculum enrichment opportunities.	All disadvantaged children are able to access the wide range of curriculum enrichment opportunities offered to them this year. Social skills, independence, perseverance, and teamwork are developed Appropriate pupils will be given mentoring by the ELSA to support their behaviour and attendance
The % attendance of disadvantaged pupils will improve on previous years' figures and family engagement will also improve through positive parent-school relationships	ELSA (emotional literacy support assistant) will support and signpost families in need. All of our PP pupils' parents attend/engage in parent consultation sessions Attendance of identified PP pupils increases and the gap between PP and non-PP narrows ELSA is able to support parents and carers through the signposting of information, supporting the holistic health of the family, especially our PP and disadvantaged children

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)


Budgeted cost: £1,000.00











Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD development: Enquiry Curriculum training for new teacher(s) Maths mastery training for new and existing teacher(s)	High Quality Teaching Implement Walkthru techniques – active learning: Increase pupil participation and reduce the amount of	1 .

<p>LSA subject knowledge training – A minimum 3x every half- term led by subject leads/HT/Inclusion lead</p> <p>Additional training for new LSAs</p>	<p>teacher talk. Encourage meaningful classroom discussions that promote reasoning, justification and explanation, enhancing engagement and understanding in English and Mathematics. (educationendowmentfoundation.org.uk)</p> <p>Utilise Physical Manipulatives and Visual Aids: Incorporate concrete objects and diagrams to help pupils grasp abstract mathematical concepts, making learning more accessible. (educationendowmentfoundation.org.uk)</p> <p>Provide Professional Development for Teachers: Offer ongoing training to enhance teachers' pedagogical knowledge, ensuring effective delivery of the curriculum. (educationendowmentfoundation.org.uk)</p> <p>All LSAs receive core subject knowledge training to support their teaching practice in the classroom: Ongoing English and Maths subject knowledge</p> <p>Implementation of a new approach to the teaching of writing, punctuation and grammar: Internal and external writing and maths CPD for all teachers to develop their expertise and innovative teaching strategies in line with school expectation(s). For example, new approach to teaching writing</p>	<p>Wider Strategies</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)


Budgeted cost: £12,615.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Specific PP children undertake intervention work with named adult to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly. This will include targeted phonics interventions for specific pupils.</p>	<p>Year group data to show 80% of PP children in all year groups achieve ARE in Reading, Writing and Maths. Gap closed.</p>  <p>Small Group Tuition Cost: moderate Progress: +4 months <i>EEF research states that small group intervention(s) provides low attaining learners with the opportunity to catch up on lost learning with the aim of closing the learning gap.</i></p>	<p>1</p>
<p>Conferencing/feedback 1:1 in the afternoon re: Basic skills addressed. Closing the gap and explanation</p>	<p>Focus PP children in all year groups closing the gap to national standard in the core subjects. Children able to access all class learning. Gap closed.</p>	<p>1</p>

<p>feedback for targeted PP children. Focus on phonics and reading. Offer One-to-One or Small Group support: Provide additional support tailored to individual needs, focusing on areas where pupils require the most assistance. educationendowmentfoundation.org.uk</p>	<p>Mastery learning Moderate impact for very low cost, based on moderate evidence.   +5</p> <p>Feedback High impact for very low cost, based on moderate evidence.   +8</p> <hr/> <p>Small Group Tuition Cost: low Progress: +8 months <i>EEF research states that personalised feedback from an expert provides individual learners with the opportunity to redirect or refocus the teacher's or learner's actions to achieve a goal.</i></p>	
<p>Funding towards cost of Home School Link Worker who will work across two schools to support 'target' families on issues linked to attendance offering guidance and support in line with the attendance guidance from the DfE.</p>	<p>Increased attendance and reduced unauthorised absences. 96% or better attendance for PP children.</p> <p>Parental involvement Moderate impact for moderate cost, based on moderate evidence.   +3</p> <p>The DfE report 2023</p> <p>'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.'</p>	2,3
<p>Reading, spelling and maths targeted workshops - support for parent/carers on supporting their child to ensure they are in line with National Standard and understand the expectations/ content of the curriculum.</p> <p>Focusing on supporting parent/carers with strategies and resources to use at home. All year groups. 100% attendance expected.</p>	<p>Children improve their understanding of maths and reading in line with the curriculum. To increase the percentage of pupil premium children who are at national standard across all year groups. Focused parents/children invited. Parents able to support learning and methods.</p> <p>Parental involvement Moderate impact for moderate cost, based on moderate evidence.   +3</p>	2
<p>Phonics training for LSAs to support delivery of phonics lessons</p> <p>Small group reading interventions/1:1 delivered daily to all pupil premium children who are not being listened to read at home</p>	<p>All pupil premium children in year 2 secure in phonics and therefore able to access the national expectation for reading and writing. All pupil premium children are able to access the KS1 curriculum.</p> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.   +4</p> <hr/> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. (EEF)</p> <p>Oral language/reading intervention Cost: low Progress: +5 months <i>Small group intervention will include targeted reading aloud to support fluency and discussing book(s) with younger children, explicitly extending pupil's spoken vocabulary and the use of structured questioning to develop reading comprehension skills.</i></p>	1

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

Budgeted cost: £4,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, 1:1 intervention to promote children's social skills, wellbeing, and confidence. % requiring support has increased year on year.	<p>ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact measured through reassessment at the end of programme with evidence of difference. All PP children targeted and ready to learn.</p> <p>Specific children will undertake specific roles and responsibilities. For example, playground angels.</p> <p>Social and emotional learning</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p> 	2
Additional and part funded extended opportunities for pupil premium children. After school clubs (often more than one) offered for specific PP children. These are at a nominal rate. Trips and residential part funded where needed so they can attend.	All pupil premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom.	3

Total budgeted cost: £18,180.00

Part B: Review of outcomes in the previous academic year. 2024-2025.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Key Stage 1 outcomes. 2024-2025

Every child constitutes 5%

KS1 Outcomes 2024 – 2025
Phonics Screening Check outcomes: 87% passed

Ensuring that all children receive a full curriculum

Our enquiry curriculum has ensured that ALL pupils have equal access to the curriculum. All pupil premium and disadvantaged children have attended at least one after school club part funded by the school.

Ensure all disadvantaged children make good progress regardless of starting point in the core subjects

Intervention programs are fluid and personalised for specific learners. Our disadvantaged children have accessed catch-up and pre-teaching sessions. As a result, this has allowed these children to access key, technical vocabulary, as well as addressing some of the basic skills in reading, writing and mathematics. Furthermore, any disadvantaged child who is not reading at home has had the opportunity to read 1:1 with the teacher or LSA every day in school. This has resulted in end of KS1 reading outcomes in 2025 being 70% with only one child who is eligible for pupil premium funding not reaching the expected standard.

Disadvantaged children’s phonological awareness will improve through the school with targeted support and quality first intervention(s)

Our end of KS1 reading outcomes were in line with national at expected standard. All the children can now access all areas of the curriculum through improved reading proficiency. This is also as a result of an adult listen to them read 1:1 every day at school.

Disadvantaged children will access a wider range of enrichment experiences both in and outside school

ALL children have attended at least one after school club activity from sports-based sessions through to church club . Where appropriate, disadvantaged children have participated in social skills and team building activities. As a result, their confidence and self-esteem have improved. All of our disadvantaged children enjoy school life. The school has also paid for all children who are eligible for pupil premium funding to attend school trips localised to our curriculum offer.