



Pupil premium strategy statement

Kirkby and Great Broughton School

2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kirkby and Great Broughton CE VA School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	11.5% (16 children- 14 included in this year's grant) 2 children Service (1 included in grant)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	E McCormick (Headteacher)
Pupil premium lead	E McCormick
Governor lead	Sue Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23075 Pupil Premium (including £350 service)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,075

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Kirkby and Great Broughton School we want every child, irrespective of their background, to meet their full potential academically and personally and 'Shine like stars lighting up the sky'. As part of this year's plan we aim to improve challenge and high expectations for all in school, ensure any gaps that have arisen have been filled and to improve the personal development and well-being of our children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and challenge for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils.

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 will be based on identifying gaps and putting into place actions early when required. All children will be challenged, including those that are disadvantaged and teachers will have a high expectation of every child.

Challenges.

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

Challenge number	Detail of challenge
1	Internal assessments show that some disadvantaged pupils are not meeting expected standards in writing, particularly in sentence structure and vocabulary.
2	A gap in reading attainment is evident in some classes eg Year 3, where disadvantaged pupils are not catching up to expected levels. In addition across the school reading engagement at home is lower among disadvantaged pupils, impacting fluency and comprehension
3	Some disadvantaged pupils experience anxiety or emotional vulnerability, affecting their readiness to learn
4	Oracy skills are underdeveloped among disadvantaged pupils, limiting their confidence and ability to articulate ideas
5	Disadvantaged pupils have less experiences outside of school. The curriculum needs adapting in order to provide enriching learning that will impact children's future life and support needs to be given to enable disadvantaged pupils to take a full part in extra curricular activities.

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
1	Improved writing attainment for disadvantaged pupils.	More pupils meet expected standards in writing by 2026, with improved vocabulary and sentence structure. Progress is evident in books and in internal data
2	Accelerated reading progress and increased home engagement.	All targeted children including Y3 PP pupils make measurable gains in reading; home reading logs show increased participation.
3	Improved emotional wellbeing and readiness to learn.	Reduction in anxiety-related referrals; improved pupil voice feedback and engagement. EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategiesCurr
4	Enhanced oracy and communication skills.	Pupils demonstrate improved spoken language and confidence in class discussions and presentations.
5	Increased access to enrichment and extracurricular opportunities that have an impact on key skills, STEM etc. All disadvantaged pupils take a full part in extra curricular activities	More disadvantaged pupils participate in clubs and trips; curriculum plans reflect enriched experiences. AI, PP pupils in Y6 take part in residential, PP children take part in swimming and all take part in school trips.

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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide Writing and Oracy CPD Writing Framework training</p> <p>Staff training on Writing Framework including vocabulary-rich writing and oracy strategies, including modelled writing, sentence stems, and dialogic talk routines.</p>	<p>EEF: Oral language interventions — shown to improve writing outcomes by strengthening vocabulary and verbal reasoning.</p> <p>EEF: Effective professional development — high-quality CPD improves teaching and pupil outcomes.</p>	<p>1 and 4</p>
<p>Provide extra resources (Teaching Assistant) for Key Stage 2 pupils who still need 'catch up'</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks</p> <p>EEF: Small group tuition — effective for accelerating progress in reading, especially for disadvantaged pupils.</p> <p>EEF: Reading comprehension strategies — targeted support improves fluency and understanding.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 12500 (TA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the lowest 20% and those not reading at home have more 1-1 reading by employing trained TA	EEF Provide teacher assistant interventions (+4) Funding with the above	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Wisdom of the Woods so that planning is in collaboration with the teacher and it is closely linked to the curriculum	EEF Improve social and emotional learning +4 by focusing and developing wellbeing and mental health £2,500	5

Train staff member: Level 2 counselling Begin ELSA course	Improve social and emotional learning +4 by focusing and developing wellbeing and mental health Support Service children when required 1,000	3
Provide partially funded school trips for PP pupils	Allows PP pupils to participate fully in school visits £500	5
Provide support for Service Child when need identified	£400 set aside if required/contingency	3
Provide extra curricular activities that engage and support Vulnerable	Pupil Voice Arts participation can improve outcomes by +3 months , especially for disadvantaged pupils. Physical activity shows +2 months impact and supports wellbeing and engagement. £500- resources	5

Total budgeted cost: £23,075

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

	Intended outcome	Progress so far
1	<p>The gap is closing between PP pupils and their peers.</p> <p>Children get the support they need in a timely way</p>	<p>Y3/4 PP all made expected progress or better from their starting points. (Use of TA)</p> <p>Attainment gap is lessening and progress is better than school across all years.</p>
2	<p>Disadvantaged pupils are supported at lunch times and play times so that they are ready to learn. Emotion Coaching is effective in helping these children to regulate emotions</p>	<p>Lunch time clubs: 3 children access , the clubs have been adapted for the needs of specific children</p> <p>Cpoms records show a reduction in incidents over lunch time when targeted lunch clubs in place for identified children. Gardening to be restarted in spring which is used by 3 key KS2 pupils.</p> <p>2 PP pupils are being offered 1-1 emotion coaching</p> <p>One PP parent has accessed Home- School link support</p>
3	<p>The curriculum is developed and is adapted to meet the needs of the children in the school</p>	<p>Staff and leaders have carefully considered key aspects of knowledge for these children. Parents' forum indicated more need for 'Money' education. Careers week has taken place and Newcastle Building Society have been in to carry our finance workshops with Y5/6</p>
4	<p>All disadvantaged pupils take a full part in extra curricular activities</p>	<p>12/15 children attend afterschool clubs (Science/Multi sports, drama)</p> <p>3 Y6 pupils partly funded to take part in East Barnby trip</p> <p>PP pupils funded where required for trips</p>

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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

Further information (optional)

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