

Pupil premium strategy statement – Penwortham Broad Oak 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	200
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year that our current pupil premium strategy plan covers	25/26
Date this statement was published	1/11/2025
Date on which it will be reviewed	1/11/2026
Statement authorised by	Sarah Barton
Pupil premium lead	Sarah Barton
Governor / Trustee lead	Vicky Fellows-Molyneux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77 870
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77 870

Part A: Pupil premium strategy plan

Statement of intent

Common Barriers to Learning for Disadvantaged Pupils at Penwortham Broad Oak Primary School

Disadvantaged children may face a range of challenges that impact their learning, including:

- Limited support at home, underdeveloped language and communication skills, low confidence, and more frequent behavioural difficulties, as well as issues with attendance and punctuality.
- Complex family circumstances that hinder academic progress.

These challenges are varied, and there is no single solution that meets every child's needs.

Our Strategic Objectives

- **Narrow the attainment gap** between disadvantaged and non-disadvantaged pupils.
- Ensure **all disadvantaged pupils make or exceed nationally expected progress rates**.
- Promote **health and wellbeing** so that pupils can access learning at an appropriate level.

Our Approach

We aim to achieve these objectives by:

- Providing teaching and learning opportunities that meet the needs of all pupils.
- Making appropriate provision for pupils in vulnerable groups, ensuring the needs of socially disadvantaged pupils are fully assessed and addressed.
- Allocating **Pupil Premium funding** based on a detailed needs analysis to identify priority classes, groups, or individuals. Due to limited resources, not all pupils eligible for free school meals will receive interventions simultaneously.

Planned Provision

The range of strategies we consider includes:

- Ensuring all teaching is consistently **good or better**, improving the quality of education for every child.
- Managing class sizes where possible to enhance teaching effectiveness and accelerate progress.

- Providing **one-to-one support**.
- Offering additional teaching and learning opportunities through trained teaching assistants or external agencies.
- Using Pupil Premium funding to **accelerate progress**, aiming for pupils to reach at least age-related expectations.
- Delivering targeted **additional learning support**.

Challenges

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

Challenge number	Detail of challenge
1	Lack of resilience, poorer diet, lack of exercise, lack of time outside exploring, less opportunity to go places and do things
2	Parents/Carers struggling with behaviour at home
3	Poor parental engagement
4	ACES
5	Attendance and Punctuality issues.
6	Academic progress in RWM

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
Improved attitudes to learning	Foster a positive learning culture where pupils are engaged, motivated, and demonstrate resilience in tackling challenges. Encourage curiosity and independent learning habits. Evidence from pupil voice surveys and classroom observations shows increased engagement and reduced incidents of low-level disruption.

Improved attendance and punctuality	Ensure pupils attend school regularly and arrive on time, recognizing the link between attendance and achievement. Target support for families where attendance is a concern. Attendance of disadvantaged pupils is consistently in line with national expectations. Persistent absenteeism reduced year-on-year.
Progress in Reading	Develop pupils' reading fluency, comprehension, and enjoyment of reading through targeted interventions and high-quality teaching. Achieve national average progress scores in KS2 reading. Internal tracking shows at least expected progress for all pupil groups.
Progress in Writing	Improve pupils' ability to write with accuracy, creativity, and structure across genres. Focus on grammar, spelling, and extended writing opportunities. Achieve national average progress scores in KS2 writing. Moderation confirms consistency and quality across year groups.
Progress in Maths	Strengthen pupils' conceptual understanding and problem-solving skills through mastery approaches and targeted support for gaps. Achieve national average progress scores in KS2 maths. Internal assessments show improved reasoning and fluency.

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

Budgeted cost: £30 078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers teaching during PPA and MGT time in most classes (£27 338 – cost of the difference between a teacher and a TA3 covering the classes)</p>	<p>🔍 - Improved continuity and quality of teaching: Research shows that having qualified teachers rather than TAs during PPA (Planning, Preparation, and Assessment) time leads to better curriculum delivery and pupil progress.</p> <p>🔍 - Impact on attainment: EEF (Education Endowment Foundation) studies indicate that teacher-led instruction has a significantly higher effect size compared to TA-led sessions.</p> <p>🔍 - Safeguarding and behavior management: Teachers are trained to manage classroom behavior and maintain safeguarding standards, which is critical during cover periods.</p>	<p>4, 6</p>
<p>CPD - supporting children with behavioural challenges (£340)</p>	<p>🔍 - EEF guidance on behaviour interventions: Professional development for staff improves consistency in applying behaviour strategies, reducing disruptions and improving learning time.</p> <p>🔍 - Positive impact on SEND and vulnerable pupils: CPD equips staff with strategies for de-escalation and emotional regulation, which correlates with improved engagement and attainment.</p>	<p>4, 6, 2</p>
<p>- RWInc coaching/interventions/1:1 support (£2 400)</p>	<p>🔍 - Phonics and early reading research: RWInc (Read Write Inc.) is backed by evidence showing accelerated progress in phonics and reading fluency when delivered with fidelity.</p> <p>🔍 - EEF Toolkit – Phonics interventions: High impact for low cost, especially when combined with targeted 1:1 support for struggling readers.</p> <p>🔍 - Coaching improves implementation: Ongoing coaching ensures consistency and quality, which is linked to better outcomes in literacy.</p>	<p>4, 6, 2</p>

Targeted academic support

Budgeted cost: £5 928

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL English (£350 for the program/£656.28 for the support staff)	EEF <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i> Children who are showing dyslexic tendencies, who may not read at home, or don't do homework are targeted with this support	6, 4, 6
Read Write Inc Intervention (£3 281 for KS1/£1 641 for EYS)	EEF <i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills</i> An additional support staff member is timetabled to support in Reception, KS1 and LKS2 when early reading is taught.	6, 4, 6

Wider strategies

Budgeted cost: £42 513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral TA's	EEF	6, 5, 4, 3, 2, 1

<p>(£2 625)</p>	<p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p> <p>We have identified children who would benefit from additional SEM intervention and our trained TAs lead numerous interventions with small groups of children across the school</p>	
<p>Learning Mentor (LM) (£35 998)</p>	<p>EEF</p> <p><i>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</i></p> <p>We have analysed the needs of our children and have identified that by having a learning mentor we can meet the needs of children who need 1:1 and small group interventions to try to overcome their barriers to learning (ACES).</p> <p>Our learning mentor has built strong relationships with all of our families but particularly with our pupil premium families.</p>	<p>6, 5, 4, 3, 2, 1</p>
<p>Attendance administrator (£3 281)</p>	<p>EEF</p> <p><i>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</i></p> <p>Our Attendance Administrator works closely with our LM to look at individual children's attendance data and any patterns that may emerge. She highlights concerns so we can act quickly when attendance takes a dip</p>	<p>6, 5, 4, 3, 2, 1</p>
<p>Forest schools targeting specific classes and groups</p>	<p>forestresearch.gov.uk</p> <p><i>The evaluation suggests Forest Schools make a difference in the following ways:</i></p>	<p>1, 2, 3, 4</p>

<p>(£549 for 1 six week course with 2 trained staff)</p>	<p>Confidence: children have the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development prompted by the children’s sensory experiences</p> <p>Motivation: the woodland tends to fascinate the children and they develop a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements tend to be characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: children develop an interest in the natural surroundings and respect for the environment</p> <p>We run Forest Schools in Rec, Y1, Y3 and Y5 annually, alongside extra groups for children new to school, vulnerable pupils and behaviour support. The latter uses PPG funding to support.</p>	
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Total budgeted cost: £78 518 (£649 taken from reserves to support this intervention)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IDL English	IDL
RWInc Phonics	Ruth Miskin
Kidsafe – child protection training for children	Kidsafe

A Confident Me/Me Mini	A Confident Me
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Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We currently don't have any service families.
The impact of that spending on service pupil premium eligible pupils

Further information

Pupil premium funding is also allocated to part fund school residential trips. This amount changes yearly and we fund raise to help lower the costs for other school trips. The numbers of children with PPG/+ have been steadily falling over the past 10 years. However, we have started to increase again and are now back in the top 50% of schools nationally.