

# Pupil premium strategy statement – Brompton – on-Swale 2025

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	186
Proportion (%) of pupil premium eligible pupils	(26/186) 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2027 (updated December 2025)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£73,918 (Includes Service Premium Funding)

# Part A: Pupil premium strategy plan

## Statement of intent

### Our ultimate objectives are:

- To ensure that all children are competent writers.
- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of a laptop to support their studies) with no or minimal need for additional financial commitment from parents.

### How does your current pupil premium strategy plan work towards achieving those objectives?

- Provide CPD for all staff across the school to improve subject knowledge for the teaching of writing (The Write Stuff).
- Moderator course successfully completed by the Federation writing lead who will support staff when moderating writing in each year group.
- CPD for all staff when planning and delivering writing.
- Shine resources purchased to support GAPs skills during intervention.
- Weekly writing tasks during CTG (Closing the Gap time) to support Pupil Premium children to develop their sentence structure and vocabulary development (further promotion needed).
- Researching and purchasing appropriate writing resources for writing intervention work.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residential ensuring children are not financially disadvantaged.
- Provide free wraparound care for disadvantaged pupils, which includes support with all homework activities.
- Provide a heavily subsidised laptop lease scheme for low-income families.

## Challenges

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

Challenge number	Detail of challenge
1	Only 52% of those eligible for the PP funding met the expected/above standard in writing.
2	Ensuring children who are eligible for the PP funding who are also SEND have SMART IEP targets.
3	Disadvantaged learners may not be able to afford assisted technology to access learning at home.
4	Disadvantaged learners are less likely to receive support for home learning and engage with wider school life.
5	Disadvantaged learners are less likely to attend educational visits and residential due to financial constraints.

## 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
Children will become competent writers and there will be an improvement in writing outcomes across the school.	At least 70% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in writing across the school.
Disadvantaged learners that also have SEND will make good progress from their starting points with their personalised targets.	100% of these children will meet their personalised learning targets from their IEP's.
All disadvantaged learners continue to have access to technology for learning at home.	100% of disadvantaged learners have access to an appropriate device to support their learning at home.
All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being.	Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment for parents/carers.

## 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: £2,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Jane Considine's 'The Write Stuff'.	Refine and review the use of The Write Stuff approach to writing will improve the quality of teaching of writing across the school. <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i> <i>Careful consideration is required to ensure that professional development is evidence based and the content is drawn from trusted sources. (EEF – Effective Professional Development, Summary of Recommendations)</i>	1
Provide staff with access to high-quality CPD.	Providing CPD for staff to support the teaching of writing will enable a consistent and accurate approach. <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i>	1
Provide staff with access to high-quality CPD when setting SMART targets for SEND pupils.	Providing staff with high quality CPD to support the writing of SEND SMART targets to ensure appropriate target setting which is achievable.	2

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

Budgeted cost: £39,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers appointed to work one afternoon to	Pupils will receive structured interventions, small group tuition, one-to-one support with their class teacher	1,4

<p>support 1:1 or small group interventions.</p> <p>CTG Time 17.5 hours ATA support</p> <p>Additional hours support (5 hours)</p>	<p>where they will review areas of learning they struggle with, consolidate learning, or be upskilled for the next lesson. This is known as CTG (closing the gap) in our school.</p> <p>During this time, teacher to closely monitor the attendance of disadvantaged children and to report any commonalities within missed sessions.</p> <p>The Pupil Premium Champion will closely monitor CTG sessions to ensure quality first teaching and group support offers the best environment to help diminish the gap between disadvantaged learners.</p> <p><i>EEF evidence '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><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.'</i></p> <p><i>(Impact +4 months)</i></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £13,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Laptop Lease Scheme	The Federation takes a pro-active approach to the use of technology to support learning. It uses many different online learning environments to motivate and inspire its pupils as well as reduce workload for its staff. This scheme also encourages the quality	3

	<p>and quantity of learning that takes place in the home learning environment. The laptop scheme ensures all pupils have access to a laptop at home.</p> <p><i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p> <p><i>Technology can be engaging and motivating for pupils.</i></p> <p><a href="#">Research from Apple</a></p>	
<p>After school support (BOS Kids) and after school club &amp; trip subsidy</p> <p>Wraparound care</p> <p>Residential trips</p> <p>Trips (including swimming lessons)</p>	<p>Small Group Tuition</p> <p>Extending school time</p> <p>BOS Kids is our before and after school club where children are able to complete homework in a small group setting with both TA and HLTA support.</p> <p><i>EEF - Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. (+5 months).</i></p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</i></p> <p>There will be a subsidy for all trips and extra curriculum experiences for those eligible.</p>	4,5
<p>Extra-curricular activities, competitions and experiences.</p>	<p>Pupils will be given the opportunity to take part in a sports competition/ new extra-curricular experience to help further engage with the wider life of the school.</p>	4

**Total budgeted cost: £56,133 (+£15,673 service pupils)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

NTS	Reading	Writing	Maths
Pupil Premium Meeting %At/Above Expected	79%	52%	83%
Non Pupil % At/Above Expected	86%	75%	90%
Difference between %	7%	23%	7%

**Intended Outcome 1:** Children will become competent writers and there will be an improvement in writing outcomes across the school.

**Success criteria:** At least 80% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in writing across the school.

**Impact for 2024/ 2025 academic year:** 52% of pupils achieved age related expectations in writing [compared to 75% of non-pupil premium children] which is an +1% increase from 51% (Summer 2024).

**Reflection:** Clearly, we have not made the progress we hoped we would in writing. Although CPD opportunities and interventions during CTG time were implemented, the bigger picture of the Federation approach to writing (including assessment of writing), clearly needed a review. This review has taken place and has begun for the new academic year. Further reflections include: monitoring of PP children within writing lessons, deployment of TA's within writing lessons and quality and regularity of CTG writing sessions.

**Intended Outcome 2:** Disadvantaged learners that also have SEND will make good progress from their starting points with their personalised targets.

**Success criteria:** 100% of these children will meet their personalised learning targets from their IEP's.

**Impact for 2024/ 2025 academic year:**

Those eligible for PP who also have additional SEND need needs target outcomes:

Outcome	Met	Partially Met	Not Met
Success	5/17	11/17	1/17
Percentage %	29.4%	64.7%	5.8%

**Reflection:** Outcomes show that out of the 17 targets set for 7 pupils who are both eligible for Pupil Premium and have SEND, 29.4% were met, 64.7% were partially met and 5.8% were not met. Although our target of 100% was not met, teacher comments show that all targets (apart from one which was not met), have shown improvement and pupils are on track to meet their targets. We feel further monitoring of SMART targets would ensure pupil targets are achievable.

**Intended Outcome 3:** All disadvantaged learners continue to have access to technology for learning at home.

**Success criteria:** 100% of disadvantaged learners have access to an appropriate device to support their learning at home.

**Impact for 2024/ 2025 academic year:** 100% of pupils had access to technology outside of the classroom. Pupils were offered the laptop loan scheme in 2024/2025 whilst others had their own laptop or device at home or used the free wraparound care facility to complete their work.

**Reflection:** Pupils can access technology outside of the classroom to complete their homework. The laptop scheme enables pupils to have their own device. Pupils also accessed wraparound care where a device was used to complete out of class work.

**Intended Outcome 4:** All disadvantaged pupils are offered school's wraparound care to support academic progress and well-being.

**Success criteria:** Disadvantaged pupils benefit from school's wraparound care and reading/homework support. Those identified, attend sessions regularly.

**Impact for 2024/ 2025 academic year:** 25/31 pupils eligible for Pupil Premium attending regularly (3 times per week or more).

**Reflection:** Wraparound care provides reading and homework support for free and is a brilliant way for pupils to gain independence and build friendships with pupils from EYFS to Y6. We regularly promote the wrap around facility to parents to ease the burden when completing homework tasks after school. There was an increase in uptake from Summer 24.

**Intended Outcome 5:** All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

**Success criteria:** All disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need for additional financial commitment for parents/carers.

**Impact for 2024/ 2025 academic year:** Trips to London, a residential to Peat Rigg Outdoor Education Centre, Year 4 Camp out, Ripon Cathedral, Jorvik trip, a trip to The Life Centre and



Yorkshire Sculpture Park were paid for £4403.50 was subsidised for Pupil Premium children to experience residential visits and curriculum enhancements.

**Reflection:** All pupils are able to experience residential visits and curriculum enhancements without the need for a financial contribution.

## 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**

During the academic year, service pupil premium allocation was spent on Closing The Gap Time which provided bespoke tuition on a 1:1 or small group basis, wellbeing support sessions (check in time), a specific military after school club, dedicated TA lunchtime activities to support interaction opportunities and leadership time to plan these activities and where needed, trip subsidy was provided.

### **The impact of that spending on service pupil premium eligible pupils**

Service pupils with SEND across the school received additional and regular small group support with their teacher as part of our 'Closing the Gap' strategy. The benefits of this additional time are not only academic support to 'close the gap' but also offers a chance for teachers to 'check in' with pupils and offer support where necessary.

- MKC Club provides valuable time for service pupils to come together to work collaboratively and take part in events together with other service pupils across the county. These sessions, lead by our Service Pupil Champion, offer a space for children

to create projects and work together, as well as share their experiences/ similar circumstances with each other.

- Additional lunchtime TA support has been provided for our Service pupils where games and turn taking are introduced. Interaction between service pupils is promoted (with the older children often supporting their younger peers), and this in turn helps service pupils to increase their social circle/ support network if needed.

- Leadership time has been provided to enable our Service Pupil Champion to undertake the following activities:

1. Liaise with other local schools with service pupils and share good practice.

2. Organise visits for service pupils to meet with others from around the County.

3. Regularly check our 'service pupils' mailbox' and provide support as and when necessary.

4. Consider our provision for service pupils and make improvements as appropriate.

5. Check our 'worry box' and 'suggestion box' for any comments linked to service pupil worries.

## 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.*