



Bromesberrow St. Mary's Primary Academy Pupil premium strategy statement

2024-27

This statement details our school's use of pupil premium (and recovery 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
School name	Bromesberrow St. Mary's C of E Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	Current (November 25) 12/58 pupils (21%) Funding based on 2024-25 9/56 pupils (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£ 1,515 per pp £350 service pupil £2630 per PP+ (Looked After/ previously Looked After)
Date this statement was published	16.11.25
Date on which it will be reviewed	16.11.26
Statement authorised by	L. Hankins
Pupil premium lead	L. Hankins
Governor / Trustee lead	Melanie Orgee

Funding overview



Detail	Amount
Pupil premium funding allocation this academic year	£13,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£748
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£14,733



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will focus on quality first teaching as our main approach to ensuring all pupils have access to excellent teaching, so that they thrive in learning.

Ultimate Objectives

- To improve pupils' cultural capital, so that all pupils have access to the same life opportunities and enriching experiences
- To prioritise pupils' communication and language skills at the earliest opportunity, to ensure that pupils are effective communicators with a good vocabulary and understanding
- To support our families to be aspirational, supporting them to engage in their pupils' learning journey

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

- Providing enrichment through the curriculum, to support learning and understanding, through hands on, real world learning.
- Using Talkboost and Elkan as tools to support pupils with speech and language challenges.
- Using quality adult- pupil interactions and teachable moments to support communication and vocabulary development
- Regular curriculum events and specific newsletters to inform and involve parents in their pupils' learning.
- Investment in pastoral worker, to support vulnerable families, providing advice and Thera-build.

The Key Principles



The key principles of our plan are linked to our curriculum vision/ intent:

All pupils (particularly those who are vulnerable and with additional needs) at Bromesberrow are supported to be able to **'shine together and reach for the stars'**



With our Core Christian Values being seen as drivers to enable pupils to achieve this:

Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

The impact of our curriculum aims to see:

- Pupils who are engaged and active learners.
- Pupils who are curious.
- Pupils who think for themselves and at a deeper level.
- Pupils who are secure, happy and ready for the next stage in learning.

This will be seen through:

- Pupils' voices; through them sharing what they know, what they are interested in and what they would like to learn next
- Pupils in lesson who are visibly **motivated** and engaged, they are active, resilient learners, who **persevere** in their learning
- Pupils who are visibly happy, have **respect** for themselves and others, **kind** to others and themselves, and able to seek support when it matters
- Pupils' work and what they produce- this will be of a high standard and pupils will feel **pride** in this.
- Pupils who feel a sense of belonging, who **cooperate** together to be a part of our Bromesberrow school team

Our approach will recognise and be responsive to the common challenges for pupil premium pupils. We will work to:



- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement, understanding and aspiration, leading to inequality in terms of pupils' access to experiences and opportunities.
2	Pupils not having a language and text rich environment (birth to 5)
3	Attendance and punctuality patterns
4	Pupils' acquisition of phonics is below age-related expectations
5	Low reception starting points of Pupil Premium pupils

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
Pupil Premium pupils to be accessing the same experiences and opportunities as that of non-pupil premium pupils	<p>Pupil voice will show increased aspiration (reaching for the stars).</p> <p>Participation in clubs, trips and enrichment will have increased.</p> <p>Pupils will be thriving in our curriculum and will have an increased</p>



	<p>understanding of the world and their potential part to play in this.</p>
<p>Low starting points shown in reception baseline to improve, so that pupils are school ready and able to thrive in the early years curriculum.</p>	<p>GLD to have increased due to early intervention in speech and language</p> <p>Targeted, relentless support in catch up phonics (investing in new SSP and training) to ensure pupils keep up and maintain progress and phonics.</p> <p>Investment in Drawing Club as an approach to support reluctant writers.</p> <p>Families feel more supported and enabled to support their children through a strong cohesive early years curriculum, provision and approach.</p>



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: £5,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on reading fluency as the key to unlocking the curriculum, so that pupils are able to learn and acquire knowledge and understanding.</p> <ul style="list-style-type: none"> • Staff training on Christopher Such to support Reading Fluency in Ks1 and 2 • matched resources. 	<p>Reading Framework -Reading Fluency is a Priority</p> <p>Fluency is defined as accuracy, prosody, and automaticity. Framework-recommended fluency practices include:</p> <ul style="list-style-type: none"> • Teacher modelling of fluent reading • Echo reading • Choral reading • Repeated reading • Performance reading (e.g., poetry) <p>Fluency is positioned as <i>the bridge</i> between decoding and comprehension. https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	<p>2,4,5</p>
<p>Focus on investing and embedding new Little Wandle SSP programme to ensure quality first, consistent teaching of phonics with a</p>	<p>EEF Teaching & Learning Toolkit — Phonics</p> <ul style="list-style-type: none"> • The EEF Toolkit gives phonics a +5 months average impact (additional progress) when implemented well. EEF+1 • The cost is “very low” to deliver (median cost), meaning it's a cost-effective intervention. EEF 	<p>1, 2,4 and 5</p>



<p>more robust approach to securing good early reading. Become a Partnership School with Mangotsfield English hub to improve early reading and phonics acquisition; involving training, coaching and new resources.</p> <p>Support parental understanding and confidence to support early reading through workshops and better communication</p>	<ul style="list-style-type: none"> • The evidence base is <i>very extensive</i> — the Toolkit cites 121 studies. EEF+1 • Importantly for pupil premium: EEF explicitly notes that disadvantaged pupils (e.g., eligible for free school meals) often benefit as much or slightly more than their peers from phonics interventions. EEF+1 • The Toolkit also highlights that synthetic phonics (a structured, explicit approach) has stronger impacts than some other methods. <p>EEF Guidance Report — Improving Literacy in Key Stage 1</p> <ul style="list-style-type: none"> • The EEF’s KS1 literacy guidance report (ages 5–7) recommends <i>systematic phonics instruction</i> as a lever point for improving early reading. EEF • The report emphasises that phonics teaching should be explicit, systematic, and matched to pupils’ current phonemic awareness / grapheme knowledge. EEF • It also suggests that targeted small-group phonics interventions (in addition to whole-class phonics) are effective for pupils who are behind — which aligns well with using PP funding for catch-up support. EEF 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen early identification and	EEF – Oral Language Interventions	1, 2, 4 and 5



<p>support for pupils with speech, language and communication needs (SLCN), with a focus on disadvantaged pupils by:</p> <p>Investing in ELKLAN Speech and Language Support training for key staff (class teachers, TAs and SEND support staff) to enhance their knowledge, diagnostic awareness and practical classroom strategies for pupils with speech and language delay.</p>	<ul style="list-style-type: none"> • The EEF toolkit shows that <i>oral language interventions</i> (which directly target speaking and listening skills) produce an average of +6 months' additional progress. EEF+1 • Crucially, the evidence suggests these interventions are particularly effective for disadvantaged pupils: in studies where a higher proportion of pupils were disadvantaged, the impact was stronger. EEF+1 • Many effective approaches involve interaction for learning (dialogue, modelling, peer talk) and are integrated into normal classroom practice. EEF+1 <p>Early Talk Boost – Speech & Language UK / EEF</p> <ul style="list-style-type: none"> • Speech and Language UK is running a large-scale EEF-funded trial of their <i>Early Talk Boost</i> programme (for pupils aged 3–4) in nursery / early years settings. Speech and Language Therapy+2 • Earlier small-scale RCTs of Early Talk Boost showed that pupils made additional progress in language skills after a 9-week intervention. Speech and Language Therapy+1 • This demonstrates not just the programme's promise, but also that staff-delivered, structured, evidence-based language intervention can work at scale. 	
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	<p>Elklan + NELI (Nuffield Early Language Intervention)</p> <ul style="list-style-type: none"> • Elklan is a <i>key training partner</i> in NELI, providing training to TAs. s4.elklan.co.uk • In a large-scale evaluation (193 schools, 1,156 pupils), pupils in the NELI programme (with Elklan-trained TAs) made ~3 months' additional progress in language skills vs controls. s4.elklan.co.uk • They also saw 2 months' extra progress in early word reading and 5 months' extra progress on a teacher-administered language assessment. s4.elklan.co.uk • For pupils with English as an Additional Language (EAL), NELI via Elklan-trained tutors produced similar gains (~3 months) over non-NELI. s4.elklan.co.uk • The training for TAs was not just one-off: Elklan provides ongoing support and collects data to assess fidelity and impact. s4.elklan.co.uk 	
<p>Specific Little Wandle Phonic interventions to enable catch up for pupils falling behind with phonics and early reading.</p> <ul style="list-style-type: none"> - Training for all staff on new SSP - Reading lead and Mangotsfield lead teacher to 	<p>Little Wandle is grounded in the same research as the original <i>Letters and Sounds</i> and the updated DfE Reading Framework (2023). https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p> <p>The Education Endowment Foundation (EEF) reports phonics has a moderate impact (+5 months)</p>	<p>1, 2, 4 and 5</p>



<p>support and coach staff.</p> <ul style="list-style-type: none"> - Little Wandle Guided Reading to support those 1:1 where they are not heard read at home. 	<p>progress) for very low cost, based on extensive evidence. EEF+1</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to challenge poor attendance and be 'curious', with a hands on approach to communicate with parents, putting in place attendance improvement plans to tackle low attendance; as well as an in school approach to work with pupils to improve resilience.</p>	<p>Working with parents to support pupils' learning EEF https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Working Together to Improve School Attendance https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>1 and 3</p>
<p>Invest in My Happy Minds as a programme to support wellbeing; to be used at school and home. Use to support</p>	<p>Science backed and NHS endorsed. myHappyMind is grounded in neuroscience and positive psychology, teaching pupils how their brains work and how to build habits that support resilience, self-esteem, and emotional regulation. [kirklees-k...ind.nhs.uk]</p>	



<p>resilience and improve attendance and punctuality.</p>		
<p>Provide curriculum events to engage and support parents in their pupils' learning journey e.g. Early Reading and Phonics Event, Art showcase</p> <p>Provide an open approach to working with parents, focusing in a bespoke, individualised way to improve and support engagement e.g. modelling how to listen to your pupil read.</p>	<p>Parental Engagement Low cost/ Moderate impact 4 + months EEF Toolkit</p> <p>Parental Engagement Guidance Report EEF</p> <p>Parental Engagement Education Endowment Foundation. [education...ion.org.uk]</p>	<p>1 and 5</p>
<p>To support pupils to improve their cultural capital and engagement with the curriculum and learning, through trips and enrichment.</p>	<p>Arts Participation low cost/moderate impact <i>EEF Toolkit</i></p> <p>Research shows that participation in arts and cultural activities:</p> <ul style="list-style-type: none"> • Improves attainment in maths and English. • Increases cognitive abilities by up to 17%. • Students from low-income families who engage in arts at school are three times more likely to get a degree and 20% more likely to vote as young adults. <p>[teachwire.net]</p>	<p>1 and 5</p>

Total budgeted cost: £ 14,733



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Aim	Outcome
<p>Pupil Premium pupils to be accessing the same experiences and opportunities as that of non-pupil premium.</p>	<p>PP pupils attend all trips, including residential, with financial support provided discreetly—no pupil misses out due to cost.</p> <p>PP pupils participate in all enrichment activities (e.g., forest school, sports coaching, music lessons) with no barriers. Support offered to enable music lesson engagement.</p> <p>PP pupils have the same access to digital learning, including devices or internet support at home where needed.</p> <p>PP pupils take part in interventions without missing core learning, ensuring their curriculum offer remains full and rich.</p> <p>PP pupils are selected equally for leadership roles (e.g., school council, class monitors, play leaders).</p> <p>Vocabulary and background knowledge gaps are supported through pre-teaching or scaffolded retrieval, enabling PP pupils to fully participate in high-level discussions</p> <p>PP pupils take part in clubs, sports teams, and after-school activities—with barriers removed (costs, kit, transport).</p>



	<p>PP pupils receive equal opportunities to represent the school in competitions, choir events, or community visits.</p> <p>Support to access wrap around care provision</p> <p>PP pupils have equal and equitable exposure to experiences such as:</p> <p>Museum and theatre trips, outdoor adventurous days and musical instrument tuition</p> <p>Aiming big in our trips based upon our pupil's needs and with the aim to build cultural capital has been highly impactful. PP Pupils have applied learning from the trips into their learning in school.</p> <p>Being part of Primary Quest has enabled us to connect better with others, pool resources and improve the offer of enrichment and experience for PP pupils.</p> <p>Pupil and parent voice has been resoundingly positive about the enrichment.</p> <p>The impact on British Values has been strong in terms of tolerance of others, by interacting with different people in different contexts. The world being opened up more enables PP pupils to question and be curious.</p>
<p>Low starting points shown in reception baseline to improve, so that pupils are school ready and able to thrive in the early years curriculum.</p>	<p>PP Pupils are most often not entering setting at age related expectation. Particular weaknesses in speech and language, impacting on early literacy. School's additional transition sessions supporting a more gentle start and</p>



	<p>school readiness in this, but not able to support preschool.</p> <p>Actions- sourcing early years funding from Local Authority to enable us to build a 2- 3 year old setting on site. Build plan for Easter 2026.</p> <p>School relentless in early identification of speech and language delay for PP pupils, which should have been diagnosed and supported earlier. Referrals in place, not meeting threshold of need or long delays. To support this deficit in service: Use of Talkboost as a speech and language approach supporting PP, although need more nuanced approach to this. Training for Elklan and Neli to further broaden this offer.</p> <p>Catch up phonics using Bug Club Pearson not delivering a robust enough approach to support and enable PP pupils to make good enough progress. School has partnered with Mangotsfield English Hub and invested in a new SSP Little Wandle to support PP pupils to make better progress and not fall behind their peers.</p> <p>Parents attendance at curriculum events is good and is supporting engagement and understanding of the curriculum. We need to work even harder to reach PP families. Action to continue to provide curriculum open days and increase communication through email. Explore using a digital platform like Dojo to increase engagement here.</p>
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Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle
Lego Therapy	Therabuild
Rapid Writing	Pearson
Young Minds Matter	NHS
My Happy Mind	NHS
Elklan	I Can
Precision Teaching	Training and support from Gloucs Educational Psychology
Number Stacks	Number stacks
Talkboost	I Can
Zippy's, Apples and Passport	Children's Partnership
Clicker	Crick Software