



Pupil Premium Strategy Statement

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	14
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Dixon
Pupil premium lead	Matthew Dixon
Governor / Trustee lead	Emma James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12540
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	£12540

Part A: Pupil premium strategy plan

Statement of intent

To ensure that all pupils, are afforded the opportunity to make good progress and achieve high attainment across all subject areas, by identifying gaps in learning from lockdowns and/or being previously Home Educated. Small ratios of adults to children supports our teaching approach, with adults who know the children and their families really well. Whilst the Pupil Premium strategy focuses on those disadvantaged pupils, this includes those who are already high attainers.

Using our assessment data, the school will respond to individual needs and evaluate the interventions in place to ensure impact is sustained. To consolidate these concepts, we will encourage children to transfer these skills into other areas of the curriculum.

We are committed to developing children, not just academically, but socially and emotionally too and are aware of the challenges that they need to overcome. As a school we aim to raise aspirations within our pupils by providing opportunities for them to see the wider world and all the possibilities that it can offer.

Challenges

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

Challenge number	Detail of challenge
1	To support those pupils whose data shows they are working below age related expectations, academically, but also socially and emotionally to encourage emotional literacy.
2	To support and upskill governors to ensure they can support and challenge leaders in school and account for the impact of their actions.
3	To be outward-looking, seek support and share good practice with other small rural schools.
4	To create opportunities for children to learn and interact with children in other settings to support transition to secondary school.
5	To encourage the children to be aspirational about their futures by providing them with chances to find out about employment and educational opportunities in the local area.

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 attainment disadvantaged children in Reading.	Children will make at least good progress with an ambition to achieve accelerated progress particularly in the case of children that are below age-related expectations.
Improved attainment disadvantaged children in Writing.	As above.
Improved attainment disadvantaged children in Maths.	As above.
To ensure all children access visits that highlight employment and educational opportunities in the local area.	Carefully planned program of visits for all children building knowledge and aspiration.

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: £ 6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Foundation Subject Teaching through high quality CPD provided by the Prince's Teaching Institute (BASC Hub)	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 – Impact of effective CPD)	1,3
Renewal of Literacy Counts Schemes – RSC and RSW and connected CPD	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 – Impact of effective CPD)	1,3
To organise a training session for staff and	This training opportunity benefits not only those for whom financial	2,3

governors to develop an understanding of school budgets and how they can be used in the most effective way. (To be run by Alison Evans – Accounting 4 Schools on 13.01.2025)	management per se is an uncharted area, but also those with significant prior financial knowledge in one specialist field only. The opportunity to acquire broader knowledge and practice of financial monitoring will lead to employees having more robust and transferable financial acuity and probity. (Professional Development through School Governance – Kean 2019)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Reading Comprehension Intervention using Literacy Counts Ready Steady Comprehension Scheme	Reading Comprehension Strategies – Very high impact for low cost based on extensive research. (EEF +6 Months) As supported by EEF – Improving Literacy in Key Stage Recommendations	1
Small group Writing using Literacy Counts – Ready Steady Write	Teaching writing composition strategies through modelling and supported practice As supported by EEF – Improving Literacy in Key Stage Recommendations	1
MD to upskill by becoming a LA Moderator to support the teaching of writing to greater depth level.	Individualised instruction – the provision of different tasks (particularly to extend more able learners) (EEF +4 months) As supported by EEF Teaching and Learning toolkit.	3,5

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

Budgeted cost: £ 2440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide opportunities for Year 5 and 6 children to meet and interact with peers from other primary schools.</p>	<p>Will allow for a smoother transition to secondary school and prepare children to be part of a bigger setting.</p> <ul style="list-style-type: none"> • Year 6 Friday afternoons at Warwick Bridge School. • Sporting events at William Howard and as part of the Brampton Cluster • “Triad” Sessions at Warwick Bridge and Walton Lees Hill • NISCU – Small school transition days for Year 6 • Year 5 transition days at WHS Collaborative learning approaches. • Writing workshops with Shankhill <p>(EEF +5 Months)</p>	<p>1,3,4</p>
<p>Enrichment and aspiration</p>	<p>Enable disadvantaged pupils the opportunity to attend visits and trips throughout the school year that they would not be able to afford without financial support from school. This will broaden pupil’s outlook, providing them with a variety of opportunities so they can make informed decisions about their futures. Many visits are linked to the topics that they study. It is essential for a pupils’ own wellbeing that they experience different settings before studying them. Promoting well-being through exercise is evidenced to impact on achievement in the classroom as well as enhancing social skills.</p> <ul style="list-style-type: none"> • Hadrian’s Wall residential and day trips • Electric Motocross/Mountain Biking days Kirkcudbright Planetarium and Castlerigg Stone Circle Visit • Carlisle College Visit <p>Collaborative learning approaches. (EEF +5 Months)</p>	<p>1,3,5</p>

Total budgeted cost: £ 12,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Impact 2024-25

- More children engaged in wider opportunities.
- The curriculum has been developed.
- Enrichment beyond the curriculum – trips, visits, extra-curricular clubs.

All ability groups continue to be catered for and each child has received provision to support any barriers to learning. Carefully targeted early intervention groups are being provided by teachers and support staff, progress is assessed, monitored and tracked at Pupil Progress meetings. Both internal and external data shows that PP children are progressing at the same rate as non-PP children, and in some cases, PP children are making similar or more progress than non- PP children.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.