

Pupil premium strategy statement – Borrowdale CE 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	25 (+9 Nursery)
Proportion (%) of pupil premium eligible pupils	28%
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)	2025-2028
Date this statement was published	March 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Ralf Smits
Pupil premium lead	Ralf Smits
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£9,970

Part A: Pupil premium strategy plan

Statement of intent

Rationale

Borrowdale Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. PP funding is also used for the promotion of Extended services to raise aspiration e.g. residential trips and for widening pupils' awareness of the wider cultural diversity e.g. trips, visitors to school.

Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision

We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and Mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need

Staff will review the progress of their (PP) pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

Identifying barriers to Learning

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers for Borrowdale School are:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data

We acknowledge the importance of data and all teaching staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets

Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.

Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment.

Provision is changed annually according to need. Our provision includes:

- Small group teaching and 1:1 tutoring
- Support with transport to ensure punctuality and attendance
- Support with speech, language and communication skills in the early years
- Support with IT resources and software at school and at home
- High-quality feedback from staff
- Activities to support the aspiration of pupils and support with the cost of visits

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and emotional difficulties
2	Special educational needs (75% of our PP children also have SEND)
3	Attendance and punctuality (Borrowdale School is remote and pupils travel in)
4	Low resilience
5	Weak language and communication skills

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
Sustain improved attendance and punctuality	Attendance rate above 95%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Data from pupil surveys and teacher observations - Improved behaviour Increased participation in enrichment activities among PP pupils
Improved writing skills and vocabulary	Assessments and observations indicate significantly improved language amongst disadvantaged pupils. This is also evident in lessons and in written work.
Improved reading attainment among disadvantaged pupils	Reading outcomes in to show that there is no gap in attainment in reading between PP and non-PP children who have been at Borrowdale School from the start.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving writing through: Implementation of Talk For Writing methodology</p> <p>Writing moderation across cluster schools</p> <p>Writing moderator training</p> <p>Writing teaching training for all teachers</p>	<p>Several studies and evaluations have highlighted T4Ws positive impact on students' writing skills:</p> <ol style="list-style-type: none"> 1. Education Endowment Foundation (EEF) Evaluation: An independent evaluation by the EEF found that Talk for Writing had a positive impact on writing outcomes for primary school students[1]. 2. Review of Related Research: A comprehensive review by Roger Beard from the UCL Institute of Education indicated that the main elements of T4W are supported by peer-reviewed research and other scholarly publications[2]. The 	5 (1, 2 ,4)

	<p>review noted that T4W shares many features with the Self-Regulated Strategy Development (SRSD) approach, which has strong evidence supporting its effectiveness[2].</p> <p>3. School Practices: Many schools have reported improvements in writing standards and student engagement after implementing Talk for Writing[3].</p>	
Developing teaching	NPQSL Training	

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group support in class and interventions</p> <p>Teaching assistant deployment and targeted intervention programs</p>	<p>Evidence supporting the use of teaching assistants (TAs) for individual and small group support in class and interventions:</p> <ol style="list-style-type: none"> 1. Positive Impact on Learning: Research indicates that TAs who provide one-to-one or small group targeted interventions can lead to significant improvements in student outcomes. These interventions can result in an average of four to six additional months of progress[1]. 2. Effective Use of TAs: The Education Endowment Foundation (EEF) highlights that small group and one-to-one interventions, when used carefully, can be powerful tools for supporting pupils who need additional help[2]. These interventions are most effective when TAs are well-trained and the interventions are clearly specified[1]. 3. Targeted Academic Support: The EEF also emphasizes the importance of targeted academic support, noting that some pupils may require additional support alongside high-quality teaching to make good progress[2]. 	1, 2, 4

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant Training		
Help with transportation	Since the school is operating a minibus, children are more punctual and attendance figures have improved	
Removing financial barriers so PP children are able to access all school activities	PP children would otherwise not be able to participate in every activity of the school i.e. school trips Not all children are 'school ready' – i.e. school uniform, shoes etc.	

Total budgeted cost: £ 10,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High quality first wave (adaptive) teaching:

- All disadvantaged pupils have been supported academically, and this has had a positive impact on the overall results.

Forest Schools

- Forest schools has now become 'Outside Learning'. It is clear from observations that the approach helps all children succeed, but it has an even greater impact on those from disadvantaged background. The open-ended nature of the activities, and the experience they've had over a period of time creates equal opportunities for all.
- Language, social interactions, behaviour and resilience have improved as a result of outside learning.

Welfare and Behaviour:

- Safeguarding and supporting families with acute needs is an important role. Families have received the support they needed.

Other barriers:

- The school minibus ensures good punctuality

Identified next steps:

- Weak writing skills
- Behaviour and emotional difficulties
- Attendance

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
n/a	

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***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

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.