

Pupil premium strategy statement – Great Budworth

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	34
Proportion (%) of pupil premium eligible pupils	3 % - 1 child
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)	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Perry
Pupil premium lead	Mrs Phoenix
Governor / Trustee lead	?

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,450
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>	£1,450

Part A: Pupil premium strategy plan

Statement of intent

Great Budworth Primary School is a very small rural primary school with a total of 34 pupils on roll. Due to its small intake, the number of disadvantaged pupils eligible for Pupil Premium funding is very low, which presents unique challenges in ensuring funding is used both effectively and sustainably.

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.

At Great Budworth Primary School, our intent is to ensure that the one pupil eligible for Pupil Premium funding receives highly targeted support that meets their individual academic, social, emotional, and wellbeing needs. With a very small cohort, our strategy focuses on bespoke intervention, personalised teaching, and close pastoral support.

We aim to:

- Ensure the disadvantaged pupil meets or exceeds age-related expectations.
- Act early to intervene at the point need is identified
- Provide additional support to increase confidence, independence, and engagement in learning.
- Remove barriers relating to attendance, wellbeing, or access to wider opportunities.
- Maintain an inclusive, nurturing school culture where all pupils can thrive.
- 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	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been considerably lower than for non-disadvantaged pupils. There have been periods of disadvantaged pupils being 'persistently absent'.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>SEMH Needs</p> <p>Disadvantaged children require support to develop confidence, resilience, and emotional regulation.</p>
3	<p>Attainment and Progress.</p> <p>Our assessments indicate that disadvantaged pupils require additional support to ensure consistent progress in core subjects.</p>
4	<p>Access to Enrichment</p> <p>Observations and discussions with families show that disadvantaged children have limited access to wider opportunities without financial support.</p>

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate lowered and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from 1-1 discussions between pupil and family support worker, student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes in 2027/28 show that disadvantaged pupils meet the expected standard or that gaps in learning are reduced.
To ensure disadvantaged pupils have access to a range of enrichment opportunities.	Disadvantaged children will have had the opportunity to participate fully in trips, extracurricular clubs and curriculum enhancements.

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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher-led, small-group or 1:1 support in core subjects	High-quality, personalised support ensures accelerated progress. Small class sizes with a TA support.	3

<i>As our pupil premium child is also a flexi child, an individual plan has been written to ensure home learning is relevant. This work is submitted to school in accordance with the home-school contract.</i>	Ensuring that home learning is relevant and covering the National Curriculum learning objectives.	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring sessions (reading, writing, maths)	Proven high impact on progress for disadvantaged pupils. *3 x 10 minute interventions offered per week.	1 and 3 Early morning interventions used as an incentive to get child into school.

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

Budgeted cost: £ 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAF initial assessment completed with the sim to open a TAF and an individual care plan has been written to support attendance in school	The care plan allows for a manageable, reduced timetable that will encourage more frequent and consistent school attendance and therefore learning.	1 and 3
Pastoral/ELSA/wishing and feelings support sessions	Supports emotional wellbeing and resilience. Sessions delivered by our family support worker	2
Subsidies for trips, clubs, and	Ensures full participation and cultural capital development.	4

extracurricular opportunities		
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Total budgeted cost: £ 1450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year there was also only 1 pupil premium pupil who achieved ARE (age related expectations) in all areas of the curriculum. This child attended all school trips including the residential and had a weekly music lesson subsidised.

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

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.