



# Pupil premium strategy statement

## Broomfield Primary School

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
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	10%
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 - 2025
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alex Allison
Pupil premium lead	Alex Allison
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35 080
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£35 080

# 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 consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Our delivery will be robust and based on the current needs of individuals based on high quality diagnostic assessment to pinpoint need. All disadvantaged pupils will be challenged and staff will take responsibility for any disadvantaged pupils to ensure they raise the expectations of what they can achieve.

### **The key principles of our strategy plan:**

1. We will ensure that we have a detailed understanding of the barriers our disadvantaged pupils face by undertaking a variety of robust assessments which may include looking at:
  - Attainment and progress data
  - Attendance data
  - Information from adults in school and/or parents/carers on well-being, mental health and safeguarding
  - Diagnostic assessments which provide opportunities to reflect on our pupils' thinking, strengths and areas for development
2. We will foster a whole school approach where all adults have high expectations for what all pupils can achieve; both disadvantaged and non-disadvantaged.
3. Developing resilience, having positive wellbeing and good attendance for our pupils will be valued and encouraged by all staff.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils whose attendance is less than 90% is higher than that of non-disadvantaged children. Whole school attendance 2023/2024 – 96.1% (Decile 1) FSM pupils 94.1% (Decile 2) Non-FSM pupils 96.1% (Decile 1) Data taken from DFE compare your data 2024 (July)
2	Pupils social and emotional well-being has been identified as a priority to ensure pupils including those who are disadvantaged. Many of these pupils require additional support with their emotional needs as well as developing their resilience. This is mainly the case for Year 4 particularly who were hit most impacted by Covid and did not have an effective transition from pre-school into school and there is still a legacy of emotional needs.
3	Many pupils do not read regularly at home for pleasure which has an impact on their application of phonological awareness, reading fluency and vocabulary development. This also affects their writing and spelling ability.

## 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
Attendance for all pupils especially those who are disadvantaged will improve and be sustained (close the gap)	Sustained high attendance over 95%+ for all disadvantaged children maintained until at least 2025/26.
Children's well-being and resilience continues to be developed and sustained especially for the disadvantaged children.	Sustained high levels of wellbeing will be demonstrated by PSHE pre-post assessments and by pupil and parent voice. Increase in the % of take up in enrichment activities by disadvantaged children esp in Y4.
Reading attainment and phonics outcomes increase and a clear improvement from the baseline is evident.	KS1 and KS2 reading outcomes show that at least 80% of disadvantaged children meet the expected standard. The gap in writing and maths outcomes too for disadvantaged pupils vs Non-disadvantaged is narrowed too.

## 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: £14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of standardised diagnostic assessments:</b></p> <ul style="list-style-type: none"> <li>Phonics Tracker</li> </ul> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  <a href="https://www.pixl.org.uk">https://www.pixl.org.uk</a>  <a href="https://www.phonicstracker.com">https://www.phonicstracker.com</a></p>	3
<p><b>Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:</b></p> <p>Attendance at Trust run subject leader network meetings and professional development opportunities</p> <p>External Consultants/Headteachers delivering CPD for teachers and support staff</p> <p>Access to online CPD through the National College membership</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Using the EEF Recommendations:</p> <ol style="list-style-type: none"> <li>1. Focus on the mechanisms.</li> <li>2. Ensure it builds on knowledge, motivates staff develops teaching techniques, and embeds practice</li> <li>3. Implement professional development programmes with care, taking into consideration the context and needs of the school.</li> </ol> <p><a href="#">EEF   Effective Professional Development   Guidance Reports</a></p>	3
<p><b>Provide high quality CPD for teachers and support staff in reading.</b></p>	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or</p>	4

	<p>semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support. This will be delivered in collaboration with our local English hub.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	3
<p>Engaging with the school-based tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3

including those who are high attainers.		
Delivering high quality small group intervention based on diagnostic and forensic evidence - PiXL	Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3

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

Budgeted cost: £8580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Additional sessions for pupils who require a social and emotional support leading to greater listening and instruction following in class.	The research indicates that social and emotional aspects to learning can have a positive impact on outcomes. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to improved reading or maths scores. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2

To continue to support enhancement activities for pupils to support well-being	<p>Enrichment activities enhance high quality curriculum provision and support pupil engagement and well-being.</p> <p>Wraparound care to offer enrichment activities but also to improve attendance and lateness.</p>	1,2,3
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**Total budgeted cost: £35 080**

## 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 2023 - 2024 academic year using key stage 1 and 2 performance data, phonics-check, EYFS results and our own internal assessments.

The attendance gap has narrowed due to our actions and vigilance.

Whole school attendance 2023/2024 – 96.1% (Decile 1)

FSM pupils 94.1% (Decile 2)

Non-FSM pupils 96.1% (Decile 1)

Whilst this gap has narrowed there are still some pupils whose attendance is below 90% and therefore this target is carried over for another year.

Our Foundation Stage outcomes dropped to 67% but this is in line with National averages.

Year 1 phonics outcomes show a pass rate of 88% however only 50% of PP children passed the screening. (3/6 pupils). This remains a target for next year too.

Our internal assessment for Year 2 (KS1 pupils) indicates that disadvantaged pupils performed less well than their peers. In this cohort there are only 3 eligible pupils therefore percentages are high. Only 1 in 3 reached the expected outcome in R/W/M.

End of Year 6 (KS2 pupils) external assessments indicated that disadvantaged children's performed lower than their peers in all subjects. These same 6 pupils are also the same 6 SEN pupils too. Reading and writing were the strongest for PP pupils.

Whilst there are some pleasing improvements, there is more work to be completed and the same targets are held for another year to reinforce and embed.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Twinkl Phonics	Twinkl



