



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	191
Proportion (%) of pupil premium eligible pupils	9%
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
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alex Allison
Pupil premium lead	Alex Allison
Governor / Trustee lead	Gill Hussey & Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	28785
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£28785

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	<p>Continue to strive for all pupils to have attendance over 90% and for the gap between disadvantaged and none to be narrowed.</p> <p>Whole school attendance 2024 – 2025 96.27%</p> <p>FSM/pupil premium eligible pupils 94%</p> <p>Non-FSM/pupil premium pupils 96.6%</p> <p>Data taken from DfE compare your data 2025 (July)</p> <p>Persistent absentees 4.4% July (3 out of 8 pupils are classed as disadvantaged) (Arbor data)</p>
2	<p>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 5 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. This continues to be a priority as a large percentage of pupils in this class have been referred to the mental health Support Team (MHST)/.</p>
3	<p>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.</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
Attendance for all pupils especially those who are disadvantaged will improve and be sustained (close the gap)	<p>Sustained high attendance over 95%+ for all disadvantaged children maintained until at least 2025/26.</p> <p>This is currently 94% (DfE data July 2025)</p>
Children's well-being and resilience continues to be developed and sustained especially for the disadvantaged children.	<p>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 Y5.</p> <p>Fewer referrals to be made to the MHST especially from current y5 and year 6 pupils.</p>
Reading attainment and phonics outcomes increase and a clear improvement from the baseline is evident.	<p>KS1 phonic and KS2 reading outcomes show that at least 80% of disadvantaged children meet the expected standard.</p>

	The gap in writing and maths outcomes too for disadvantaged pupils vs Non-disadvantaged is narrowed too.
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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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments: <ul style="list-style-type: none"> Phonics Tracker Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF https://www.pixl.org.uk https://www.phonicstracker.com	3
Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through: Attendance at Trust run subject leader network meetings and professional development opportunities External Consultants/Headteachers delivering CPD for teachers and support staff	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Using the EEF Recommendations: <ol style="list-style-type: none"> 1. Focus on the mechanisms. 2. Ensure it builds on knowledge, motivates staff develops teaching techniques, and embeds practice 3. Implement professional development programmes with care, taking into consideration the context and needs of the school. EEF Effective Professional Development Guidance Reports	3

Provide high quality CPD for teachers and support staff in reading.	<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 semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2 & 3
Engaging with school-based tutoring programme (Masterclass approach) to provide high quality tuition and support for pupils led by staff.	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
Delivering high quality small group	Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals	2 & 3

intervention based on diagnostic and forensic evidence - insight	has a higher impact than general classroom duties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3785

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/working-together-to-improve-school-attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Additional sessions for pupils who require a social and emotional support leading to greater listening and instruction following in class.</p> <p><i>ELSA, communication groups, precision teaching, group interventions, 1:1 and Sensory Circuits</i></p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1 & 2
<p>To continue to support enhancement activities for pupils to support well-being</p>	<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

Total budgeted cost: £28, 785

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 2024 – 2025 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 2024/2025 = 96.3%

FSM pupils 94%

Non-FSM pupils 96.58%

There are still some pupils whose attendance is below 90% and therefore this target is carried over for another year. Out of the 8 pupils whose attendance was less than 90%, 3 were classed as disadvantaged/FSM.

Our Foundation Stage outcomes increased to 69.6% and this is in line with the National averages of 68.6%

Year 1 phonics outcomes show a pass rate of 86.7% which is above the National average. 100% of PP children passed the screening. (1 pupil). This remains a target for next year too.

End of Year 6 (KS2 pupils) external assessments are strong.

Combined 83%

Maths 89%

Reading 83%

Writing 89%

GPS 94%

75% of our disadvantaged pupils met the expected standard across the board (3 out of 4 pupils)

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

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