Pupil Premium Strategy Statement 2025 - 2028 (Y1)

Broadford Primary 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	646
Proportion (%) of pupil premium eligible pupils	30%
Years that our current pupil premium strategy plan cover	2025 - 2026 Year 1
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lois Nicholls, HT
Pupil premium lead	Georgina Ward
Governor / Trustee lead	Alan Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£289,000

Part A: Pupil premium strategy plan

Statement of intent

At Broadford Primary School, we believe that every child has the right to succeed and to feel proud of their achievements. Our aim is that all pupils, whatever their starting point or life circumstances, receive the same high-quality education and rich experiences that enable them to thrive both academically and personally.

We know that some children face barriers to learning that are outside their control. These challenges can arise for many reasons and are never a reflection of a child's potential or a family's commitment. Our Pupil Premium strategy helps us to remove those barriers and to ensure that all pupils can flourish.

High-quality teaching is at the heart of everything we do. We invest in staff training so that lessons are well-structured, engaging and responsive to every child's needs. Where additional support is needed, we act quickly using small group teaching, targeted intervention, and nurture-based approaches to help pupils build confidence and make strong progress.

We also work closely with families, recognising that success comes through partnership. Together, we aim to strengthen attendance and readiness to learn, develop pupils' communication and oracy skills, and ensure they have access to the same breadth of opportunities and experiences as their peers.

Our approach is guided by three key principles:

- **Quality first teaching** for all pupils, every day.
- **Early identification and responsive support** based on each child's needs.
- **A whole-school commitment** to equity, high expectations, and opportunity.

Through this shared commitment, we aim not only to close learning gaps but to open doors: to language, confidence, and aspiration for every child at Broadford.

Challenges

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

Challenge	Detail of challenge
1	**Learning continuity and pupil mobility** A number of children join Broadford at different points in the school year, often from a range of educational backgrounds. This can mean that gaps in prior learning or limited assessment information make it harder to identify needs straight away. We are strengthening our induction and baseline processes so that new pupils can be assessed quickly and receive the right support from the outset.
2	**Language development and communication** Some pupils begin their school journey with lower levels of spoken language or vocabulary, which can affect understanding, reading fluency and confidence in writing. Research from the Education Endowment Foundation shows that strong oral language skills are a key foundation for wider academic success. We are continuing to place oracy at the heart of our curriculum so that pupils have regular opportunities to talk, reason and express their ideas.
3	**Early mathematical understanding** Assessment information shows that a number of pupils need further support to develop secure number sense and fluency. Building confidence in how numbers relate to one another supports success in later mathematical reasoning. Our maths specialist will continue to guide staff in embedding high-quality teaching that emphasises conceptual understanding and practical application.
4	**Attendance and punctuality** Although attendance across the school has improved, a small number of pupils still find regular attendance or punctuality challenging. We recognise that this can be linked to a range of family circumstances. Through supportive communication, nurture-based provision and breakfast club access, we aim to help families establish positive routines that enable children to make the most of their learning time.
5	**Self-regulation and readiness to learn** Some pupils benefit from additional help to manage emotions, build resilience and maintain focus in lessons. Developing these skills supports positive relationships, confidence and independence in learning. Approaches such as the Zones of Regulation and structured classroom routines will continue to help pupils understand and manage their own responses, creating calmer, more focused classrooms for all.
6	**Access to wider experiences** Not all pupils have the same opportunities outside school to engage in enriching experiences that build cultural capital, curiosity and aspiration. Our curriculum and extra-curricular offer aim to provide all children with broad, inspiring opportunities from educational visits and outdoor learning to clubs and performances helping every pupil to discover new interests and strengths.

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
1. Learning Continuity & Pupil Mobility New arrivals and mobile pupils, including those eligible for Pupil Premium, receive immediate, high-quality induction that ensures learning continuity and rapid progress from their individual starting points	- **Robust Baseline Systems**: 100% of new arrivals undergo comprehensive baseline assessments in reading, writing, and maths within 5 days of entry. Initial data shows that [X]% of mid-year arrivals enter with attainment below age-related expectations, requiring immediate intervention. - **Responsive Provision**: Induction profiles allow for "day-one" support; by the end of their first half-term, [X]% of these pupils are accessing the full curriculum alongside peers. - **Progress Parity:** Internal data shows the progress gap between mobile PP pupils and stable peers narrows from [X] to [X] over their first two terms.
2. Language development and communication Pupils develop confident communication and oral language skills that support their learning across the curriculum.	- **Assessments & Observations:** Baseline WellComm/neli (or equivalent) data shows **[X]%** of PP pupils enter with language delays; success is defined by **[X]%** of these pupils meeting their speech and language targets by year-end. - **Embedded Strategy:** 100% of classrooms pass internal "Oracy Audits," with pupil voice indicating that **[X]%** of PP pupils feel "confident" explaining their learning.
3. Early mathematical understanding Improved mathematical fluency and conceptual understanding.	- **MTC & Internal Checks:** The gap in MTC (Multiplication Tables Check) between PP and non-PP pupils reduces from **[X]%** to **[X]%** - **Attainment:** By 2026/27, the percentage of disadvantaged pupils meeting the expected standard (EXS) in KS2 Maths increases from **[X]%** (2024 baseline) to **[X]%**.
4. Attendance and punctuality Sustained improvement in attendance and punctuality for all pupils.	- **Overall Attendance:** Attendance for disadvantaged pupils remains above 95% (currently **[X]%**). - **Persistent Absence (PA):** PA for the PP cohort reduces from **[X]%** to below **[X]%**. - **Punctuality:** Total late marks for the PP cohort reduce by **[X]%** following the implementation of earlier "nurture door" openings (addressing the 51% plateau identified in the review).

5. Attitudes to Learning & Self-Regulation Pupils demonstrate positive attitudes to learning and are able to self-regulate effectively.	- **Incident Reduction:** Recorded incidents of emotional dysregulation involving PP pupils decrease by **[X]%** compared to the 2024/25 academic year. - **PASS Data:** Pupil Attitude to Self and School (PASS) surveys show a **[X]%** increase in the "Learner Self-Worth" factor for disadvantaged cohorts.
6. Enriched Curriculum & Cultural Capital All pupils experience a broad, enriched curriculum that promotes aspiration and cultural capital.	- **Participation:** Tracking shows that **[X]%** of PP pupils attend at least one extra-curricular club per term, ensuring parity with the non-PP participation rate of **[X]%**. - **Experience Gap:** 100% of PP pupils participate in the "Broadford Experience" (trips/visitors), with **[X]%** of costs subsidized by the PP budget.

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: £78,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI	Phonics - moderate	2
WR Maths	Mastery learning - moderate	3
Oracy - Voice 21	Oral language - high	2
4Rs	Metacognition/Self regulation - high	5
EEF - Reading Pathways	The Reading House	2
Maths Hub - CPD	Improving Mathematics	3
NPQ	Effective Professional Development	All
Coaching/mentoring	EEF PD Characteristics	1, 2, 3, 5

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

Budgeted cost: £ *120,036*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	Small group tuition - moderate	1, 2
TA Interventions	TA Interventions: moderate	1, 2, 3, 5
Forest Sch/Wild Passport	Outdoor adventure learning - unclear	5, 6
Learning Mentor	Mentoring - moderate	4, 5
Nurture	Social and emotional - moderate	5

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

Budgeted cost: £ *90,477*

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSSW	Parental engagement - high	1, 4
Attendance Officer	EEF - attendance	4
Educational Enrichment	LOTC (outside)	6, 2
Breakfast scheme	EEF - unclear (consider context)	4, 5
Uniform subsidy	Uniform - limited (consider context)	4, 5
Sporting clubs	Physical activity - low	5, 6
Zones of Reg'	Social and emotional - moderate	5

Total budgeted cost: £289,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

On 2022 - 2025 Pupil Premium Strategy

This details the impact that our pupil premium activity had on children in the 24/25 academic year.

Our assessments from the 2024/25 academic year indicated that the implementation of our pupil premium strategy yielded some positive impact. Our CPD has focussed on research backed practice to support disadvantaged children - explicit instruction and guided support. We have comprehensively reviewed and refined our pupil premium strategy with the goal of further improving outcomes for disadvantaged pupils.

2024-25 Attendance and Punctuality Overview

Cohort	Attendance 2021-2022	Attendance 2022-2023	Attendance 2023-2024	Attendance 2024-2025
PP	89.61%	91.65	92.97%	94.7%
Not PP	92.18%	92.95	94.81%	95.5%

Trends:

- Both **PP and Non-PP attendance have improved steadily** year on year.
- The **attendance gap has narrowed**:
    - 2021–22 gap: 2.57%
    - 2024–25 gap: 0.8%
- This shows **targeted interventions for PP pupils are having a positive impact**, moving closer to parity with their peers.

Interpretation:

- PP pupils' attendance has improved at a faster rate than non-PP.
- By 2024–25, PP attendance (94.7%) is within 1% of the non-PP group, indicating **strong progress toward equity**.
- This improvement likely reflects **enhanced attendance monitoring, family support, and early intervention strategies**.

Cohort	Lateness 2021-2022	Lateness 2022-2023	Lateness 2023-2024*	Lateness 2024-2025
PP	54% of late marks	47% of late marks	51% of late marks	51% of late marks
Not PP	46% of late marks	53% of late marks	49% of late marks	49% of late marks

*new reporting system in place

Trends:

- Lateness remains largely unchanged since 2022–23, with a consistent 51% of late marks attributed to PP pupils.
- While attendance has improved, punctuality remains a relative weakness for PP pupils.
- There is no widening gap, but also no clear improvement trend in punctuality.

Interpretation:

- PP pupils are still disproportionately represented in lateness figures, suggesting ongoing barriers linked to morning routines or home circumstances.
- The plateau indicates that current interventions are sustaining, but not yet reducing, late arrivals.

Conclusions

Overall Summary:

- Attendance for PP pupils has improved significantly and is now much closer to non-PP levels.
- However, punctuality has plateaued, signalling the need for renewed focus on morning readiness and parental engagement.

Key Conclusions:

1. Strong upward trajectory in PP attendance demonstrates successful targeted actions.
2. The attendance gap is narrowing, evidencing equity-driven progress.
3. Persistent lateness among PP pupils highlights an area requiring deeper family support or logistical assistance (e.g., breakfast club access, travel support).

Recommendations for 2025/26:

- Continue close attendance tracking and targeted communication with families of persistently absent pupils.
- Introduce or expand early morning nurture or breakfast club provision to address punctuality barriers.

- Collaborate with the pastoral team to identify patterns (e.g., siblings, travel distance, specific days) for lateness.
- Celebrate improved attendance among PP pupils to reinforce positive habits.

<u>Age Related Expectation Outcomes</u>

Catch up funding and NTP funding is used to provide individualised academic support. Use of evidence based practice is being embedded through quality first teaching is starting to show impact on progress.

- **GLD overall**

Cohort	GLD 21/22	GLD 22/23	GLD 23/24	GLD 24/25

All	58%	60%	64%	**66%**
Non PP		63%	68%	**71%**
PP	52%	45%	53%	**50%**

The data provided outlines the percentage of children who achieved a Good Level of Development (GLD) across several years, with a breakdown between the overall cohort and those who are eligible for Pupil Premium (PP). Here's a brief analysis:

Overall GLD outcomes have risen steadily from 58% in 2021–22 to 66% in 2024–25, reflecting a positive upward trend across the cohort. However, the gap between Pupil Premium and non-PP pupils remains significant. While non-PP pupils have improved consistently from 63% to 71%, PP pupils' outcomes have fluctuated, falling from 52% to 50% this year. This indicates that although whole-cohort early years provision is strengthening, disadvantaged pupils are not benefiting at the same rate, suggesting a need for more targeted early intervention, language enrichment, and parental engagement to secure sustained improvement for PP children.

- **Phonic outcomes**

Cohort	Phonics 21/22	Phonics 22/23	Phonics 23/24	Phonics 24/25
All	77%	80%	79%	79%
Non PP	87%	82%	83%	81%
PP	54%	74%	67%	73%

The data provided on phonics outcomes for different cohorts:overall (all children), Non-Pupil Premium (Non-PP), and Pupil Premium (PP):reveals important trends regarding early literacy skills. Here's a detailed analysis:

Phonics outcomes have remained broadly stable over the last four years, with overall attainment consistently around 79–80% since 2022. While non-disadvantaged pupils continue to perform above the overall average, outcomes for disadvantaged (Pupil Premium) pupils have improved significantly over the period. Attainment for this group rose from 54% in 2021/22 to 73% in 2024/25, narrowing the gap with their peers from 33 percentage points to just 8. This reflects the positive impact of targeted interventions and sustained support strategies. The next priority is to build on this progress by increasing the proportion of all pupils achieving the expected phonics standard beyond 80%, while maintaining and further reducing the attainment gap.

- **Attainment Summary KS1 and KS2**

Cohort	KS1 TA 22 Exp+ (GDS)	KS1 TA 23 Exp+ (GDS)	KS1 TA 24 Exp+ (GDS)	KS1 TA 25 Exp+ (GDS)	KS2 SATS 22 Exp+ (GDS)	KS2 SATs 23 Exp+ (GDS)	KS2 SATs 24 Exp+ (GDS)	KS2 SATs 25 Exp+ (GDS)

R All	43% (6%)	52% (7%)	67% (7%)	69% (10%)	48% (12%)	61% (21%)	62% (25%)	59% (26)
R non PP			72% (9%)	58.7% (11%)			70% (34%)	58%
R PP	5%	54%	63% (3%)	46.2% (4%)	33% (11%)	44% (8%)	49% (9%)	45%
W All	37% (2%)	56%	59% (3%)	60% (4%)	37% (0%)	63% (1%)	66% (5%)	58% (5)
W Non PP			65% (4%)	55.6% (6%)			73% (7%)	58%
W PP	10%	36%	50% (3%)	38.5% (10%)	26%	46%	55% (0%)	39%
M All	52% (4%)	55% (7%)	64% (9%)	67% (9%)	49% (7%)	62% (17%)	66% (16%)	61% (18%)
M Non PP			70% (12%)	55.6% (7%)			79% (20%)	62%
M PP	10%	43%	53% (3%)	46.2% (4)	37%	44% (3%)	46% (9%)	45%
Combined All	33%	52%	53%	56% (2%)	27%	51%	53% (2%)	48% (5%)
Combined Non PP		64% (2%)	62% (2%)	62%			63% (4%)	60%
Combined PP	5%	32%	44% (3%)	37.5%	26%	31%	36% (0%)	32%

KS1 Analysis

End of Key Stage 1 outcomes show clear improvement overall, with attainment rising steadily in Reading, Writing and Maths since 2022. However, **Pupil Premium pupils continue to perform below their non-PP peers**, and progress for this group has slowed in 2024–25. Non-PP pupils achieved 58.7% at the expected standard in Reading, 55.6% in Writing, and 55.6% in Maths, compared to 46.2%, 38.5% and 46.2% respectively for PP pupils. The combined measure for PP pupils has increased from 5% in 2022 to 37.5% in 2025, indicating

long-term progress but a persistent attainment gap. While quality-first teaching and targeted interventions have improved overall outcomes, **the data suggests that PP pupils are not sustaining the same rate of progress,** particularly in reading and writing. Continued focus on early language, phonics, and parental engagement is needed to ensure disadvantaged pupils make accelerated gains.

KS2 Analysis

End of Key Stage 2 outcomes show a clear upward trend in attainment overall, with steady improvement across Reading, Writing and Maths since 2022. However, the **Pupil Premium gap remains wide** in all subjects. While non-PP pupils are achieving above national averages, most notably in Reading (70% Exp+, 34% GDS) and Maths (79% Exp+, 20% GDS):PP pupils continue to lag behind, with 49% achieving the expected standard in Reading and 46% in Maths. The combined measure has risen modestly for PP pupils from 26% in 2022 to 32% in 2025, but remains significantly below non-PP outcomes (60%). This suggests that, despite improvements in overall teaching and learning, **disadvantaged pupils are not yet making accelerated progress**. Targeted interventions, consistent quality-first teaching, and increased focus on reading fluency, vocabulary, and problem-solving for PP pupils are essential to close these attainment gaps.

MTC - Year 4

	Broadford				National
	2021	2022	2023	2024	2025
Cohort 80% +	61%	90%	83%	92%	83%
Cohort Full marks	34%	63%	62%	70%	53%
DA Full marks			55%	57%	53%

MTC Analysis, Trends and Conclusion

Analysis:

Outcomes in the Year 4 Multiplication Tables Check have improved significantly since 2021, reflecting the school's commitment to embedding multiplication fluency across the curriculum. The proportion of pupils achieving a score of 80% or higher increased markedly from 61% in 2021 to 92% in 2024, with a slight dip to 83% in 2025. Similarly, the proportion achieving full marks rose substantially from 34% in 2021 to a peak of 70% in 2024, before dropping to 53% in 2025.

Performance among disadvantaged pupils also shows a broadly positive picture. Since 2022, between 53% and 57% of disadvantaged pupils have achieved full marks, demonstrating that targeted support and focused intervention strategies are having a sustained impact, even though the attainment gap remains.

Trends:

- **Strong upward trend** from 2021 to 2024 in both the proportion achieving 80%+ and those achieving full marks.
- **2025 shows a dip**, particularly in the percentage of pupils achieving full marks (down 17 percentage points from the previous year). This suggests variation in cohort profile and highlights the importance of maintaining high expectations and consistent fluency practice.
- **Disadvantaged pupils' outcomes remain steady**, though further work is needed to ensure their performance continues to improve in line with the wider cohort.

Conclusion:

Overall, the trend in MTC outcomes is highly positive, demonstrating significant improvement over time and consistently strong performance relative to national averages. The rapid progress since 2021 reflects the successful implementation of systematic teaching strategies, daily retrieval practice, and targeted interventions. However, the dip in 2025 indicates that continued focus is needed to sustain high outcomes and close the gap further for disadvantaged pupils. Going forward, the school will prioritise early intervention in Key Stage 1, continued emphasis on rapid recall strategies, and bespoke support for those at risk of falling short of the expected standard.

Pupil Premium: Positives and Next Steps (2024–25)

What's working well (positives)

- **Attendance:** PP attendance rose to **94.7%** (gap now **0.8pp**), showing impact from monitoring, HSSW support and breakfast provision.
- **Early Reading:** PP **phonics** improved from **54% → 73%**, sharply narrowing the gap:evidence that **quality first teaching** (RWI, explicit instruction, guided practice) and **strategic interventions** are landing.
- **Maths Fluency: MTC** outcomes strong overall (peak 2024), reflecting secure routines for recall and retrieval.
- **Provision & Culture:** CPD is research-informed; enrichment, clubs and nurture provide **wider opportunities** that support engagement and readiness to learn.

Targeted recommendations for 2025–26

1. **Oracy as a driver of literacy:**
    - Embed a whole-school **oracy framework** (talk routines in every lesson; sentence stems; structured discussion) to build vocabulary, comprehension and transcription quality so gains **feed into writing**.
    - Use short, high-frequency **fluency talks** before reading and writing to pre-teach domain vocabulary for PP pupils.

2. **Reading (EEF alignment):**
    - Leverage the **EEF reading project** to tighten Tier 2/3 vocabulary, fluency practice (repeated reading), and **diagnostic comprehension** gaps for PP pupils.
    - Track **weekly PP fluency rates (WCPM)** and targeted question domains; link to precise **guided group** plans.

3. **Maths (number sense focus via specialist):**
    - Maths specialist to coach for **conceptual + procedural** understanding in number (part–part–whole, unitising, subitising, flexible partitioning).
    - Build **daily number facts** and **representations** (ten-frames, Dienes, number lines) into QFT; use short, **responsive keep-up** groups for PP.

4. **Attendance & punctuality (sustain and sharpen):**

- Maintain weekly attendance dashboards; move to **case-managed plans** for persistently absent PP pupils (barrier analysis, parent contracts, incentives).
- **Breakfast/nurture doors** open earlier for PP to reduce late marks; pilot **walking bus** on key routes.

5. **Writing: making the join:**
    - Plan **oracy → reading → writing** sequences: oral rehearsal, vocabulary mapping, shared write with explicit modelling, and **deliberate practice** of sentence construction.
    - Use brief **feedback cycles** (live marking, success criteria checks) and targeted **editing conferences** for PP.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: ● embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ● offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.