

Pupil premium strategy statement – Broadmeadow Junior 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	211
Proportion (%) of pupil premium eligible pupils	68
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)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr K. Medway (Headteacher)
Pupil premium lead	Mrs C Elsmore
Governor / Trustee lead	Ms D Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,645
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>	£216,645

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We believe that by having the highest expectations, irrespective of a pupil's background or the challenges that they may face, and by giving the opportunities and support needed, we enable all of our pupils to strive for excellence in all that they do. We aim for each pupil to make good progress and achieve high levels of attainment across all subject areas. We value the importance of every pupil at Broadmeadow and believe that they are entitled to feel safe, respected and supported so that they are ready to learn and succeed. Our school's motto of "Kind Hearts, Bright Minds, Big Dreams" underpins all that we do.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our Pupil Premium Strategy targets key areas which will enable children to gain the knowledge, skills and opportunities needed to achieve success and to thrive in adulthood. Pupil Premium funding is focused on the core skills of reading, writing and mathematics (knowledge) as well as the development of the personal and social skills linked to growth, dependability and contribution. Excellent pastoral support, high expectations of behaviour and the development of positive relationships form the foundations of our approach and, on this, high quality teaching, targeted interventions and embedded learning are built. Monitoring and assessment are used to identify the support needed by our disadvantaged children, whether this be through high-quality classroom teaching or tailored interventions. By using Pupil Premium funding to improve attendance, we are ensuring that children are making the best possible progress through increased access to teaching and support. This will, in turn, lead to improved academic outcomes and lead to greater opportunities for our pupils.

What are the key principles of your strategy plan?

High quality teaching underpins our strategy. We invest in high-quality, evidence based CPD, interventions and whole school approaches to ensure that the funding is spent on proven projects. We use evidence from the Education Endowment Foundation to provide the rationale for this strategy which ensures that all expenditure has a secure basis for success. Continuous professional development for all members of staff, especially in relation to key changes implemented, ensures that all staff and stakeholders are able to deliver interventions, teaching methods or embed approaches with integrity.

Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning due to emotional well-being, poor mental health and anxiety as well as concerns around pupils' resilience levels and self-esteem (dysregulation)
2	On average, the attendance of our Pupil Premium pupils is lower than that of our non-pp. This means that the attendance of our Pupil Premium children falls below the 95% national target and below our school target of 96%.
3	Limited life experiences and opportunities for holistic development and growth of some children outside of the classroom environment and a rise in Early Help needs.
4	Individual challenges such as speech and language, learning and cognition, social and emotional issues, autism and ADHD. This academic year, we have a high level of SEND children with more than half of these being eligible for Pupil Premium funding.
5	Families on low-income, who have lost their jobs or who are suffering financial hardship may require support with school expenses such as uniform, equipment and educational trips/extra-curricular clubs.
6	A significant number of children join our school with gaps in Early Reading/ Phonics and with reading ages below their chronological age.
7	A growing number of our children have English as an additional language. Immersion in the English language is important for these pupils and extensive support is provided in class in order to develop a pupil's language and understanding.

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
Behaviours for learning, wellbeing and positive relationships more evident for identified children leading to improved mental health and resilience.	Behaviour and Relationships policy embedded in the culture of the school. Tracking and recording systems used to monitor positive and negative behaviours as well as wellbeing. Communication is strong between home and school. Reduction in the amount of lost learning time for key children. Evaluations of in-school Mental Health programmes (MyHappyMind) demonstrate

	positive progress in pupil's behaviour, wellbeing, mental health and/or resilience.
Improved attendance at school, including parental engagement, and fewer persistent absentees.	Attendance gap for pupils eligible for Pupil Premium will not increase. Pupil Premium attendance to be in line with the school target of 96% Increased Pupil Premium parent attendance at Parent's Evenings. Reduced number of persistent absentees.
Pupils have the opportunity to take part in a wide range of activities both in and out of school.	Funding support offered, when needed, to support families in engaging with educational trips and extra-curricular activities. An increase in the number of clubs offered and the variety of activities that are covered in these. Continued development of our curriculum. Development of links to local schools and the wider community with regards to competitions and events.
Increase the percentage of Pupil Premium children making expected or better progress and working at an age-related standard as well as minimising the gap in attainment and progress between Pupil Premium and non-Pupil Premium children.	The gap in attainment and progress between pupils eligible for Pupil Premium and those who are not will not increase. More PP children meeting age-related expectations. Pupil Progress meetings show the positive impact of steps taken to support attainment and progress of pupils eligible for PP. The End of Key Stage statutory assessments demonstrate that the school is in line with or is narrower than the national achievement gap between PP and non-PP children.
Ensure that there is rapid progress for children joining the school who are working below age-related expectations in reading and/or have gaps in their phonics knowledge.	Little Wandle used consistently across all year groups and for targeted interventions. Assessment of Reading Ages show rapid improvement for key groups, including pupil premium. Star Assessment and Little Wandle analysis reflect rapid progress.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Great Teaching Toolkit (GTT) (CPD for all staff)	EEF: Effective Professional Development. The GTT is based on the <i>Model for Great Teaching</i> evidence review. EEF guidance emphasizes that professional development must focus on "mechanisms" that change teacher habits. EEF Professional Development Link	1, 3, 4
Kinetic Letters (Whole-school handwriting curriculum)	EEF: Improving Literacy in KS2. Recommendation 5 states that fluent transcription (handwriting) is vital because it "frees up cognitive resources" for composition. EEF KS2 Literacy Link	1, 4
Teaching Assistant (TA) Professional Growth: Training TAs to support "explicit instruction" and "extrinsic modelling" within the classroom rather than just hovering.	EEF: Making Best Use of Teaching Assistants. When TAs are trained to support high-quality classroom instruction. EEF TA Link	1, 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
STAR Reading & Maths Diagnostics: Utilizing termly standardized data to identify and target "On Watch" pupils for swift intervention	EEF Small Group Tuition: Using diagnostic assessment to ensure interventions are "precisely targeted" to identified skill gaps (+4 months impact). EEF Small Group Tuition	1, 4

<i>Kinetic Letters (Intervention groups)</i>	EEF Toolkit: Physical Activity. If used as a targeted motor-skills intervention, it aligns with evidence linking physical development to improved literacy outcomes.	1, 4
Mastering Number (KS2): Targeted small group work for pupils struggling with number sense and multiplication fluency (preparing for MTC in Y4)	EEF KS2 Maths: Strengthening "foundational numeracy" through daily practice of core facts prevents cognitive overload in complex problem-solving	1, 4
Rapid-Response Interventions: Swift, evidence-based "pull-out" or "keep-up" groups for literacy and numeracy as identified in baseline data.	EEF Guide to Pupil Premium: Targeted support is most effective when it is brief, regular, and led by well-trained staff.	1, 4

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

Budgeted cost: £ 66645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	EEF Guide to Pupil Premium. Attendance is a prerequisite for all other interventions to work.	2
Learning Mentor / Pastoral Support	EEF Toolkit: Social and Emotional Learning (SEL). SEL interventions can add +4 months of progress by improving self-regulation and school belonging. EEF SEL Link	1, 2, 3, 4, 5
Arbor Communication	EEF Toolkit: Parental Engagement. Improving the quality and frequency of communication with parents (+4 months impact). EEF Parental Engagement	1, 2, 3, 4, 5
Extra-curricular & Music Lessons	EEF Toolkit: Arts Participation. Music and arts participation support engagement and have a +3 month impact on academic outcomes. EEF Arts Link	1, 2, 3, 5

Total budgeted cost: £216,645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

In the 2024-25 academic year, the performance of disadvantaged pupils at Broadmeadow Junior School demonstrated significant progress in core subjects, particularly in meeting composite targets for Year 6. Performance was assessed through a combination of Key Stage 2 (KS2) national statutory assessments, STAR standardised assessments (for Reading and Maths), and Teacher Assessments (for Writing).

Academic Attainment & National Comparisons

Key Stage 2 Maths: Disadvantaged (PPE) pupils achieved an expected standard of 73.3%, an improvement of 1.2% from the previous year. This performance was nearly in line with the national average of 74% for all pupils

Reading, Writing, and Maths (RWM) Combined: The school achieved 67% at the expected standard for RWM combined, significantly exceeding the 2024-25 target of 62% and showing marked improvement from the 55% baseline in 2023-24.

Attainment Gap: While disadvantaged pupils improved, the attainment gap remains a focus area. Non-disadvantaged pupils saw a 13.1% increase in Maths (reaching 95.5%), meaning the gap between PPE and Not PPE widened despite the raw improvement in the disadvantaged group

Note: It should be recognised that the 2024-25 cohort experienced significant disruption to their early schooling due to the COVID-19 pandemic, which impacted individual learning trajectories and foundational skills differently across the school

Wider Issues: Attendance, Behaviour, and Well-being

- **Attendance:** Closing the attendance gap remains one of the school's most significant challenges. In 2024-25, several disadvantaged pupils were identified as **persistent absentees** with high absence rates.

Behaviour and Well-being: The school successfully embedded a new **Behaviour and Relationships policy**. This year sees a change from ClassCharts to Arbor. The **MyHappyMind** programme and learning mentor support provided essential pastoral care, addressing barriers related to **anxiety and low resilience**.

Analysis of Strategy Success

The school is **on target** to achieve several of its long-term strategic outcomes, particularly regarding composite attainment in Year 6.

- **What worked well:** Implementation of STAR Assessments and the use of **dedicated Teaching Assistants** and **small group interventions** supported a steady rise in Maths and reading attainment within year 6 and helped the school exceed its combined RWM target. With the implementation of the Arbor Platform the aim is that parents are better informed and connected to

the information that we hold and aid improved parental engagement and communication regarding attendance and school events.

- **Aspects requiring further focus:** Reducing **persistent absenteeism** among the disadvantaged group remains a priority, as high absence directly correlates with those pupils falling into the "**On Watch**" or "**Intervention**" categories in Autumn 2025-26.

Assessment of Previous Strategy Plan

As the 2024-25 year progressed, the school moved toward its "**Gateway Project**" vision for 2030, which aims for **90% of children** to achieve the expected standard in core subjects. The successful jump to **67% RWM combined** indicates that the previous plan's focus on foundational literacy and numeracy is yielding results, though the **attainment gap** in Maths highlights the need for even more targeted "swift, evidence-based intervention" for disadvantaged pupils moving forward

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
ClassCharts	Edukey