

Pupil premium strategy statement – Broadway First 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	73
Proportion (%) of pupil premium eligible pupils	12%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	L. Poultney, Headteacher
Pupil premium lead	L. Poultney, Headteacher
Governor / Trustee lead	J. Ferguson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
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>	£19,240

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Schools receive funding for children registered for free school meals (FSM) at any point during the last 6 years.

It is Broadway First School's intention to use the grant to support children in these groups whilst seeking to use some strategies that benefit all pupils across the school.

Broadway First School believe that all children, regardless of their background or the barriers they face, make good progress to achieve well in all areas. The school aims to close any existing achievement gaps between disadvantaged children and their peers. It is recognised that not all disadvantaged pupils will have lower attainment than their peers and, in such cases, the school will seek to use funds to ensure all pupils reach their full potential.

The key principles for allocating funds are as follows:

1. Adopting whole school approaches that enable excellent teaching for all pupils by allocating funds for high-quality delivery and relevant CPD.
2. Identifying the needs of individual pupils early so that targeted support can be implemented to close academic gaps and aid progress from relative starting points.
3. Supporting the social and emotional needs of identified individuals to improve their readiness for learning.

Challenges

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

Challenge number	Detail of challenge
1	On-entry observations and assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations and discussions demonstrate that there are greater difficulties in accessing phonics and progressing to fluent reading among some disadvantaged pupils.

3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is in some cases, below that of non-disadvantaged pupils.
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 22% pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	Data over the last 2 years show that disadvantaged children's attendance is lower than that of their non-disadvantaged peers by around 5%.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes in 2027/28 show that 75% of disadvantaged pupils met the expected standard at the end of Year 1. Any retakes in Year 2 target 100% pass rate.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2027/28 show that more than X% of disadvantaged pupils met the expected standard.
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 student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
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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: £4,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Speech and Language Outreach package</p> <p>Therapist in school fortnightly to work with children referred for speech and language therapy support.</p> <p>School staff are trained and supported to deliver different approaches.</p>	<p>Communication and language approaches typically have a very high impact. Positive effects have been identified on early language and literacy skills. There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.</p> <p>Communication and language approaches EEF</p>	1, 2
<p>Continued investment into DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2

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

Budgeted cost: £10,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Ensuring enrichment activities can be accessed by all children.</p> <p>This could include subsidising school trips, clubs and events, along with access to the school's Wraparound service, where it is deemed it will be beneficial for boosting attendance and/or wellbeing.</p>	<p>EEF evidence suggests that additional activities delivered alongside academic learning seem to have positive outcomes.</p> <p>Examples from the evidence base of enrichment used alongside academic activities include:</p> <ul style="list-style-type: none"> • Physical activities: sports, fitness, dance; • Cultural or artistic activities: music, arts and crafts, drama; • Social activities: games, groupwork. <p>In addition, research shows that attendance at breakfast club can lead to progress in reading, writing and maths.</p>	<p>4</p>

Total budgeted cost: £19,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School data for the 2024/25 academic year demonstrates there has been progress in many areas for disadvantaged pupils.

Year Group	Disadvantaged pupils	With SEN
Reception	1	0
1	0	0
2	1	0
3	3	0
4	4	2
5	2	2

Outcome 1: Improved speech and language skills, including vocabulary among disadvantaged pupils.

The 2024-25 cohort contained 14 children. 50% did not meet the Wellcomm baseline standard. This figure reduced to 14% by the end of the year, representing strong progress with vocabulary and speech development.

One disadvantaged reception child passed the Wellcomm assessment at baseline stage.

Outcome 2: Improved phonics skills and reading attainment among disadvantaged pupils.

There were no pupil premium children in Year 1 this year.

Over the period of the previous plan (2022-2025), all disadvantaged children who took their phonics assessment at this school met the required standard.

Outcome 3: Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.

End of summer 2025 Key Stage 1 Outcomes:

Reading: 90% of Year 2 met standard. One disadvantaged pupil met required standard.

Writing: 60% of Year 2 met standard. One disadvantaged pupil did not meet required standard.

Maths: 80% of Year 2 met standard. One disadvantaged pupil met required standard.

This cohort contains 9 pupils, which limits statistical significance.

Outcome 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Pastoral support to support a range of barriers including behaviour, mental health, and attendance for children and their families has been provided, including access to further support and training from other agencies, where appropriate. This forms part of the school's Early Help Offer.

2 x children accessing Mentor Link

1 x child was accessing ONSIDE counselling

10 children require consistent therapeutic check-in time, emotional needs, anger management, security, anxiety, friendships, and family.

2 children accessing breakfast club to improve attendance.

26 parenting issues recorded including supervision, inappropriate use of devices, and prioritising the needs of the children.

65 parent conversations logged.

20 pastoral support in addition to Trauma Informed strategies. This was based around transition/puberty and general worries.

Outcome 5: To provide access to before and after-school clubs to support social and emotional needs.

Identified children have had access to wraparound care provision enabling support for families and/or supporting social and emotional needs. Identified children have had full access to clubs, trips and other enrichment opportunities and have not been restricted by financial pressures.

5 disadvantaged children accessed before or after school wrap around provision.

3 disadvantaged children chose to access music tuition to further develop cultural capital.

After-school clubs offered to all pupils with disadvantaged children receiving a subsidy. 9 disadvantaged pupils utilised this provision.

KS2 residential trip offered to all pupils with disadvantaged children receiving a subsidy.

Outcome 6: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

For the end of the 2024-25 academic year, attendance was as follows:

All pupils: 94.9%

Disadvantaged pupils: 93.2%

It shows that disadvantaged pupils at Broadway First School have an absence rate of 6.8% for the 2024-25 academic year. This is better than the 7.4% absence rate nationally for the disadvantaged group. The figure does show that there is some focused work to continue with specific children.

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
Speech & Language Therapy Service	Herefordshire and Worcestershire Health & Care NHS Trust

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.