

Broadwood Primary School



Pupil Premium Strategy 2025-2028

This review is supported by the course 'Making a difference for Disadvantaged Pupils', attended by the HT, led by NEAT and Newcastle LA.

Pupil premium strategy statement

The Pupil Premium funding is pivotal in enhancing personal and educational outcomes for disadvantaged pupils. This strategy details our school's use of pupil premium funding during this academic year (2025-2026) to enhance opportunities and outcomes for these children.

School overview

Detail	Data
School name	Broadwood Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Wendy Mitcheson
Pupil premium lead	Wendy Mitcheson
Governor / Trustee lead	Tracey Caffrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,030

Part A: Pupil premium strategy plan

Statement of intent

All children deserve the very best education!

It is extremely important to us that:

- Every child feels safe, happy and valued; their voice is heard!
- Every child is supported effectively to overcome any barriers to learning, enabling them to achieve maximum success across all curriculum areas.
- Every child can positively manage challenging situations.
- Every child is a responsible, positive and confident citizen of the community.
- Every child is fully prepared for the next chapter of their school life.

We will implement a comprehensive strategy to support disadvantaged children to thrive personally and academically. We appreciate there are often barriers to learning and it is our duty to know every child and their individual needs, and how best to support them, both emotionally and academically. Our expectations for all children are unwaveringly high and we are fully committed to getting it right for every child.

Our Pupil Premium strategy will encompass attendance, relationships, quality first teaching, targeted interventions, and an enriched wider curriculum, all based on a thorough understanding of our school's context and the specific hurdles our children encounter.

Challenges

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

Challenge number	Detail of challenge
1	Context of Deprivation: Our school is situated in an area of extremely high deprivation, which can result in limited life and cultural experiences available for many of our disadvantaged children. Low aspirations and diminished resilience can adversely impact attitudes towards learning and behaviour, ultimately affecting children's potential for success. Addressing these issues is crucial for enhancing personal and academic outcomes.
2	Attainment: Currently, 37% of our Pupil Premium children have identified as having Special Educational Needs, including 12% with an Educational Health Care Plan (EHCP). 6% of our Pupil Premium cohort are currently Children in Care. We are witnessing a concerning increase in the number of Pupil Premium children identified as having Special Educational Needs. It is imperative to address substantial gaps in knowledge and understanding to ensure that all children can achieve success, both personally and academically. Many children have underdeveloped language skills and vocabulary, especially on entry to school which has been considered within this strategy Key Stage 2 outcomes for Pupil Premium children are significantly lower in Mathematics compared to Reading and Writing, therefore this has been considered also.

3	<p>Social, Emotional and Mental Health Needs</p> <p>A growing number of children have been identified as having Social, Emotional, and Mental Health (SEMH) needs. We recognise that these challenges are often exacerbated by broader issues of poverty and deprivation within the community. Disadvantaged children frequently face housing instability, parental mental health concerns, domestic violence, anti-social behaviour, a perceived lack of opportunities, and financial hardships, all of which significantly impact their educational experiences and overall well-being.</p>
4	<p>Attendance:</p> <p>Historically, attendance for Pupil Premium children has been lower than that of their peers. A significant number of children with EHCPs, particularly those who are hearing-impaired, exhibit attendance levels that are significantly below the national average.</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 disadvantaged children is in line with or better than their non-disadvantaged peers.	<ul style="list-style-type: none"> *All disadvantaged children are in school every day, provided they are well. *A further reduction in Persistent Absentees among Pupil Premium and Pupil Premium with Special Educational Needs and Disabilities cohorts. *Effective communication between parents/carers and school regarding absences.
All children are fully equipped to learn and exhibit positive attitudes to learning, as their individual needs and barriers to learning are effectively addressed.	<ul style="list-style-type: none"> *Early identification of SEND to ensure children have access to high quality support with minimal delay. *Children access appropriate interventions and external professional support. *Children access high quality sensory settings to enable them to self - regulate. *A high-quality Early Year's provision enables all children to thrive both academically and socially. *Staff confidence and expertise further develops to support all areas of SEN. *Children communicate effectively using appropriate oracy skills in which a high level of vocabulary is demonstrated. *All children are fully prepared to transition to the next stage of their school life at the end of the academic year.
Disadvantaged children have ambition and determination to be successful in life.	<ul style="list-style-type: none"> *Disadvantaged children fully engage in school life, attending clubs on offer and educational visits. *Children are responsible and positive citizens, demonstrating a range of leadership skills. *Children actively make a difference to school life and beyond – for improved outcomes.
Disadvantaged children are in-line with their non-disadvantaged peers academically.	<ul style="list-style-type: none"> *All disadvantaged children access and make sense of the curriculum through a well-planned curriculum offer and quality first teaching. *Progress is good or better, from the child's starting point, across the curriculum for all disadvantaged children. *Children are confident and competent mathematicians, achieving improved outcomes and closing the gap between their non-disadvantaged peers. *Children who have been identified as both PP and SEND make strong progress and are fully prepared for the next stage in their education.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year**.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>An ambitious and coherent curriculum mapped out in small steps of progress.</p> <p>Early Years' provision to be extended and improved, to meet the needs of all learners. Expert Early Year's staff to teach in Early Years.</p> <p>Develop subject knowledge and pedagogy by accessing high quality professional development. Examples are Maths Mastery training, National Professional Qualifications, Metacognition, Linking Leaders, Early Year's training</p> <p>Quality feedback from leaders and external visitors.</p> <p>Bespoke training for Learning Support Assistants. Examples are Precision Teaching, ELKLAN, Oracy, Phonics.</p> <p>Additional 1:1 staff to enable teaching staff to focus on delivering high quality teaching</p> <p>Additional time out of class for Inclusion lead to support individual children, staff and families, ensuring early identification of needs and appropriate interventions are put in place.</p> <p>Staff to attend Maths Mastery training, visit other settings to observe Maths in action, School Improvement Visit – focus Maths.</p> <p>High quality support for ECT professional development.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap and therefore it is crucial to invest in the professional development of all staff.</p> <p>Please click on the links below for further information.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3,

<p>Create Oracy rich environments across school.</p> <p>Participate in professional development related to the development of speech, language and communication - Voice 21, ELKLAN, language development training for Early Years staff, including buying in to ASK psychology with the direct support of a speech and language therapist.</p>	<p>Waldfoegel and Washbook identified, when it comes to vocabulary at age five: There is a 27% gap between the lowest quintile and the highest.</p> <p>‘Oral language, in particular, is a key indicator for future success’ (Addressing Individual Disadvantage’ Marc Rowland)</p> <p>‘On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.’</p> <p>Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading.</p> <p>Please click on the links below for further research and information.</p> <p>EEF Communication and Language Why-Oracy-Matters_FINAL.pdf</p>	<p>1,2,3</p>
<p>Ensure the teaching and learning of PSHE from Nursery to Year 6 is high profile and high quality</p> <p>Invest in experienced and trained providers to carry out relevant workshops appropriate to our school context to support children in keeping themselves safe and healthy, mentally and physically.</p>	<p>Research shows when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>Please click on the link below for further research and information.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide specific targeted support to enable children to personally thrive. (Play therapist, Draw and Talk, Sensory circuits)</p> <p>Small group and whole class additional Mathematics tuition for Year 6.</p> <p>Targeted intervention for Mathematics in Year 6 – led by Headteacher which will include bespoke 1:1 support.</p> <p>Assertive mentoring implemented for identified disadvantaged children in Mathematics for Y1 – Y5 children.</p> <p>Academic interventions across the curriculum are high quality and appropriate and are fluid – delivered by the teacher when appropriate.</p> <p>Learning support assistants are effectively trained to deliver appropriate interventions.</p> <p>Quality monitoring is embedded to ensure all interventions are high quality.</p>	<p>We appreciate that targeted interventions have the greatest positive impact if the teaching assistant is trained to deliver. We ensure relevant training is given and teachers and learning support assistants work fluidly with all children.</p> <p>Please click on the link below for further research and information. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Small group tuition can have an impact of up to 4 months and when delivered by a trained member of staff, can create the best conditions for learning. Teaching is specifically designed to meet the needs of this group of children. Our Mathematics small group tuition is led by both the teacher and learning support assistant.</p> <p>Please click on the link below for further research and information. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4</p>

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

Budgeted cost: £60,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure attendance increases, especially for disadvantaged children.</p> <p>Family support worker/attendance officer works effectively with families regarding attendance.</p> <p>Robust systems in place to address poor attendance.</p> <p>Pick up/bus fares to ensure all disadvantaged children are in school.</p> <p>To gain reaccreditation for being a school of sanctuary to extend our welcome beyond the school gates by actively participating in initiatives that demonstrate solidarity with individuals seeking sanctuary.</p> <p>School to be accredited with the IQF, recognising the school as inclusive for all learners and the inclusive ethos practices to which the school upholds.</p>	<p>There is a clear link between poor attendance and lower academic achievement (DFE).</p> <p>Please click on the link below for further research and information</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	1,2,3,4
<p>Continue to develop Outdoor Play and Learning to improve physical and PSHE development</p> <p>High quality Forest school sessions timetabled for all year groups – led by a Forest school teacher – linked to curriculum objectives to deepen learning</p>	<p>High quality outdoor play and learning can impact positively on academic and personal success – developing many key life skills.</p> <p>Please click on the links below for further research and information</p> <p>Exploring the Benefits of Forest School for Children — Forest School Finder</p> <p>Research & evidence - Outdoor Play and Learning</p>	1,2,3
<p>After school clubs/ coaches/enrichment opportunities linked to curriculum</p> <p>Bespoke financial support e.g. bus fares, pick up/drop off, food banks, educational visits and residential.</p> <p>Cultural experiences will be woven throughout the curriculum and opportunities for children to experience diversity and equality will be evident in our cultural capital. Trips and experiences will be subsidised by school for disadvantaged children.</p> <p>Provide opportunities for children to take on</p>	<p>We provide a range of high-quality opportunities beyond the classroom to enable disadvantaged children to become more experienced, cultured and knowledgeable.</p> <p>Please click on the link below for further research and information.</p> <p>A Complete Guide to Cultural Capital in Education - Education Corner</p>	1,2,3,4

greater responsibility and leadership roles.		
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Total budgeted cost: £182,020

Part B: Review of our previous PP strategy (2023-25)

Pupil premium strategy outcomes

- Reading, oracy, personal development and aspiration underpin all curriculum thinking. (Ofsted – May 23)
- Achieved the Inclusion Quality Mark “At Broadwood Primary School, there is a genuine, unwavering commitment to inclusive practice which informs all systems and approaches. The Headteacher will accept and welcome all children into the school, regardless of need or background. The Leadership Team are deeply passionate about, and committed to, the inclusion agenda. They want to make a difference to all the children and improve their life chances.”
“The quality of pupils behaviour and attitudes to learning in the lessons we observed remains exemplary” (SIP feedback November 2025)
- “The **range of ability in mathematics in every class** is very clear and shows the importance of effective differentiation and paced challenge to help pupils progress from a vast range of starting points. The teachers are very skilled in managing this and using teaching assistants to support different ability level groups.(SIP feedback November 2025)
- Attendance – The IDSR shows that attendance for pupil premium children is improving year on year and it is now close to average data – identify a recent relative improvement.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	112	91.9%	92.6%	Close to average	Relative improvement	High - FSM, High - SEN

- Summer 2025 – GLD PP 67% (LA 53%) 2024 GLD PP 50% (LA PP 53.4%)
Phonics – The nature of this cohort was particularly complex last year so we did see a decline. However, all children who were expected to pass the phonics screening test did so.
Outcomes at the end of Key Stage 2 and the Year 4 multiplication test are improving. However, the outcome for mathematics is significantly lower than outcomes for reading and writing, therefore, mathematics is a priority regarding raising data outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mastering Number	NCETM
Voice 21	Voice 21
Times Table Rockstars	Maths Circle Ltd

