

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Broom Leys Primary School
Number of pupils in school	586
Proportion (%) of pupil premium eligible pupils	16% (92 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 until 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Robert Prior (Headteacher)
Pupil premium lead	Robert Prior (Headteacher)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 195,677
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 33,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 228,677

# Part A: Pupil premium strategy plan

## Statement of intent

Broom Leys Primary School serves a mixed catchment area. Whilst nearly 1/3 of our pupils live in an area of high deprivation (IDACI), another 1/3 live in an area of low deprivation. We are adamant that all of our pupils, no matter their demographic, must be treated equitably, be given equal opportunities to all participate in school activities and to achieve well both academically and socially.

High quality teaching is at the heart of our strategy to support our most disadvantaged pupils but in order for that to have the greatest impact these pupils need to be attending school regularly, therefore there is a strong focus on ensuring that pupils' attendance is good.

As a school we research best practise and use our own data to inform our spending. We use the EEF Tiered Approach to inform our practice. The tiered approach identifies: teaching, targeted academic support and wider strategies.

We believe that all the strategies support each other in enabling the best outcomes for all children. We recognise that underperformance may apply equally to low, middle or higher attainment groups of pupils. We invest in developing our teachers and learning support assistants to be the best they can be and in understanding the barriers that may exist to academic achievement and emotional wellbeing.

*'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'*

EEF Guide to the Pupil Premium

Our aims are to:

- Reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils which is evident on entry to school.
- Improve school attendance of our disadvantaged pupils so that they can experience high quality teaching and make exceptional progress
- Build good relationships with parents/carers
- Provide pastoral support to increase self-esteem and to develop life skills
- Ensure all disadvantaged pupils make at least good progress and catch up with their peers
- Ensure all disadvantaged pupils develop their oral language skills and acquire good early reading outcomes
- Ensure equal access and opportunities for disadvantaged pupils for example music tuition, attendance on trips etc.
- Ensure that all children have equal access to the curriculum.
- Develop all staff professionally to understand the barriers and needs of disadvantaged pupils as well as ensuring their own practice is enhanced.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Our attendance data shows that the attendance of PP pupils is consistently lower than non-PP pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress; there is also a potential safeguarding risk if we do not know where they are.</p> <p>Improvements have been made over time but 28% of disadvantaged pupils were 'persistently absent' in 2024/25 compared to 8% of their peers during that period.</p>
2	<p><b>Early Language Skills</b></p> <p>Lower than average language and communication skills on entry (as evidenced from observations and baseline assessments) impact on disadvantaged pupils' learning in all areas of the curriculum, their understanding of key concepts and their ability to communicate in speech and in writing. Language provides the foundation of thinking and learning and therefore should be prioritised.</p>
3	<p><b>Phonics Skills</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers</p>
4	<p><b>Academic Attainment</b></p> <p>Assessments show that attainment of disadvantaged pupils in Reading, Writing and Mathematics is below that of their peers. By the end of Key Stage 2, even though progress scores are higher than for non-disadvantaged pupils nationally, attainment for disadvantaged pupils at Broom Leys School is below that of their peers.</p>
5	<p><b>Social and Emotional Needs</b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure, initially during the pandemic but now including weekends, half terms and holidays. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p><b>Parental engagement</b></p> <p>Parental engagement is evidenced as being lower. This is seen through lower uptake in the use of the school's online communication platforms (ClassDojo), non-attendance at parents' evenings as well as attendance at school events / wider parental meetings.</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
Improve attendance and reduce persistent absenteeism amongst disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% from the 2024/25 figure.</li> <li>• the percentage of disadvantaged pupils who are persistently absent will be below 20%.</li> </ul>
Improved oral, communication and language skills for 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 early reading and phonics skills.	Assessments and observations indicate significantly improved reading and phonics skills among disadvantaged pupils. This is evident through outcomes of national tests including the Reception Baseline, Key Stage 1 Teacher Assessments and the Year 1 phonics screen between 2025 and 2027.
Improved reading, writing and mathematics attainment among disadvantaged pupils.	KS2 outcomes in 2026/27 show that more than 50% of disadvantaged pupils meet the expected standard in Reading, Writing and Mathematics.
Sustained high levels of pastoral support for all pupils, especially the disadvantaged and their families.	Wellbeing surveys indicate improved wellbeing. Records show an increase in attendance at clubs from disadvantaged pupils. Parental engagement comparable to all. Parental surveys will increasingly be received from this group of parents.

## Activity in this academic year (2024 / 25)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional reading books to support our DfE validated Systematic Synthetic phonics scheme (Little Wandle) to ensure that children have reading books which are phonics matched to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
Additional training for all staff, in particular LSAs and teachers new to the school, in the delivery of Little Wandle.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://www.educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  Fund teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD.	The DfE non-statutory guidance (June 2020) has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441117/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>  EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/EEF-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	4
Provide high quality focused CPD for all staff, including in instructional coaching.	Staff training to develop teachers' pedagogical knowledge and understanding of the principles of quality first teaching, including Metacognition and Self Regulation: <a href="https://www.educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4

	<p>Further development of our practice in providing feedback:</p> <p><a href="#">Feedback   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a range of interventions, overseen by teachers but delivered by Learning Support Assistants and the pastoral team.</p>	<p>Interventions to help close any gaps in knowledge. Interventions will be identified as and when needs arise, for example as evidence of the detrimental impact of the Covid-19 lockdown continues to affect academically and socially. These will be based on, although not exclusively, proven interventions such as:</p> <ul style="list-style-type: none"> <li>• ‘Keep Up’ (Little Wandle phonics)</li> <li>• Talk Boost</li> <li>• NCTEM mathematics</li> <li>• Dyslexia Gold</li> <li>• GAPS</li> <li>• Social Communication groups</li> <li>• Fine and gross motor skills</li> <li>• SNIP spelling</li> <li>• Read, Write Inc.</li> <li>• Precision Teaching</li> </ul> <p><a href="#">Teaching Assistant Interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 3, 4, 5
<p>Provision of Speech and Language Therapy (SALT)</p>	<p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression. EEF research shows that there can be an impact of +7 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	2, 3, 4

	We will secure Speech and Language Therapy through Speakeasy ( <a href="https://speakeasy-therapy.co.uk/speech-and-language-therapy-salt">https://speakeasy-therapy.co.uk/speech-and-language-therapy-salt</a> ). This will be for one full day per week (30 weeks of the school year).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of attendance rewards – termly prizes, cinema visit, pizzas, silent disco etc.	Children (of primary age) respond well to rewards and stickers.  Rewards will be used for 100% attendance but also <b>improved</b> attendance. There will be a reset every half term so that if children miss out on a reward one half term they can try again for the second half term.	1, 4
Family support worker / pastoral team to help support families with attendance and punctuality.	There is a significant amount of information from research, internal data, observations and conversations that supports the view that poor attendance seriously affects a child's chance of academic success.  <a href="http://www.gov.uk">Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</a>  <a href="http://publishing.service.gov.uk">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a>	1, 4
Use of trained ELSAs to work with children with social and emotional difficulties.	There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. Maslow's hierarchy of needs is a model we are familiar with regarding basic needs and motivation.  <a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="http://SimplyPsychology.com">Maslow's Hierarchy of Needs   Simply Psychology</a>	1, 4, 5
To fund, or part fund, extracurricular activities, eg music tuition, clubs, school trips and residential trips (Year 6)	Research indicates that children from disadvantaged backgrounds have less access to wider experiences including joining clubs, talking part in the 'arts' and 'cultural' events.  <a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 4, 5
To develop and embed practices for	Research shows that good links between school and home are valuable. This is not only in regard to academic support but also in terms of utilising and referring to	6

ensuring parental support and communication.	external agencies. This relies on a good relationship between school and home. <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £ 180,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### 1. Attendance

The gap between advantaged and disadvantaged pupils widened considerably in 2024/25. This was due to attendance of disadvantaged pupils declining whilst that of their non disadvantaged counterparts increased.

2020/21	Disadvantaged	91.7%	Non-disadvantaged	96.9%	Gap	5.2%
2021/22	Disadvantaged	91.1%	Non-disadvantaged	94.3%	Gap	3.2%
2022/23	Disadvantaged	91.5%	Non-disadvantaged	94.6%	Gap	3.1%
2023/24	Disadvantaged	92.0%	Non-disadvantaged	95.8%	Gap	3.8%
2024/25	Disadvantaged	90.4%	Non-disadvantaged	96.4%	Gap	6.0%

(Note: the in school gap between disadvantaged and non-disadvantaged widened in 23/24 and again in 24/25 but attendance of both groups was above the national average).

Persistent absenteeism reduced significantly in 2022/23:

2020/21	Disadvantaged	29.8%	Non-disadvantaged	4.1%	Gap	25.7%
2021/22	Disadvantaged	37.9%	Non-disadvantaged	13.7%	Gap	24.2%
2022/23	Disadvantaged	29.6%	Non-disadvantaged	8.5%	Gap	21.1%
2023/24	Disadvantaged	26.7%	Non-disadvantaged	9.8%	Gap	16.9%
2024/25	Disadvantaged	28.4%	Non-disadvantaged	7.8%	Gap	20.6%

The gap between advantaged and disadvantaged pupils widened in 2024/25. This was due to persistent absence of disadvantaged pupils increasing whilst that of their non-disadvantaged counterparts decreased.

### 2. Early language skills

Various early language interventions, linked closely with quality first teaching in the EYFS is having an impact. The EYFS Profile (2024) shows that of the 12 pupils eligible for FSM, 91.7% met expectations across all Communication and Learning areas (23.5% above the national average).

Employing a language therapist for a day a week is showing impact, particularly in EYFS and Key Stage 1 (where the support is focused). The need for this continues. On entry language screens (September 2025) show that 10/73 children (13.7%) had a Standard Score of 81 or below, suggesting they definitely need support in developing their language skills. A further 11/73 children (15.1%) had a Standard Score between 82 and 89, suggesting they may benefit from support in developing their language skills.

A total of 28.8% of the cohort is in need of some form of early language intervention.

### 3. Phonics

Little Wandle was introduced to all staff in February 2022. This was very time consuming, with every member of staff expected to complete the 6 hour training course. Nonetheless, the training was completed by all teachers and all classroom support staff.

Having introduced Little Wandle in February 2022, internal data show that the impact was greatest in EYFS. The impact in Year 1 was that our Phonics results were adversely affected, dropping to 66% (approximately 15% lower than 'normal'). This could have been due to changing the scheme part way through an academic year as well as the two disrupted years of learning which this cohort experienced.

As a school we continued with Little Wandle in 2022/23. Additional phonics-matched reading books were purchased and staff training needs kept up to date.

Having recognised the negative impact of having changed a phonics scheme part way through an academic year, the Year 1 phonics results in 2023 showed a marked improvement overall:

	All pupils	Non-Disadvantaged	Disadvantaged	Gap
2023	84.4 (78.8)	88.9 (82.4)	66.7 (66.5)	22.2 (15.9)
2024	82.6 (80.2)	89.6 (83.8)	57.9 (68.0)	31.7 (15.8)
2025	86.6 (79.8)	91.0 (83.6)	66.7 (66.6)	24.3 (17)

Figures in brackets are the national comparisons for the same groups.

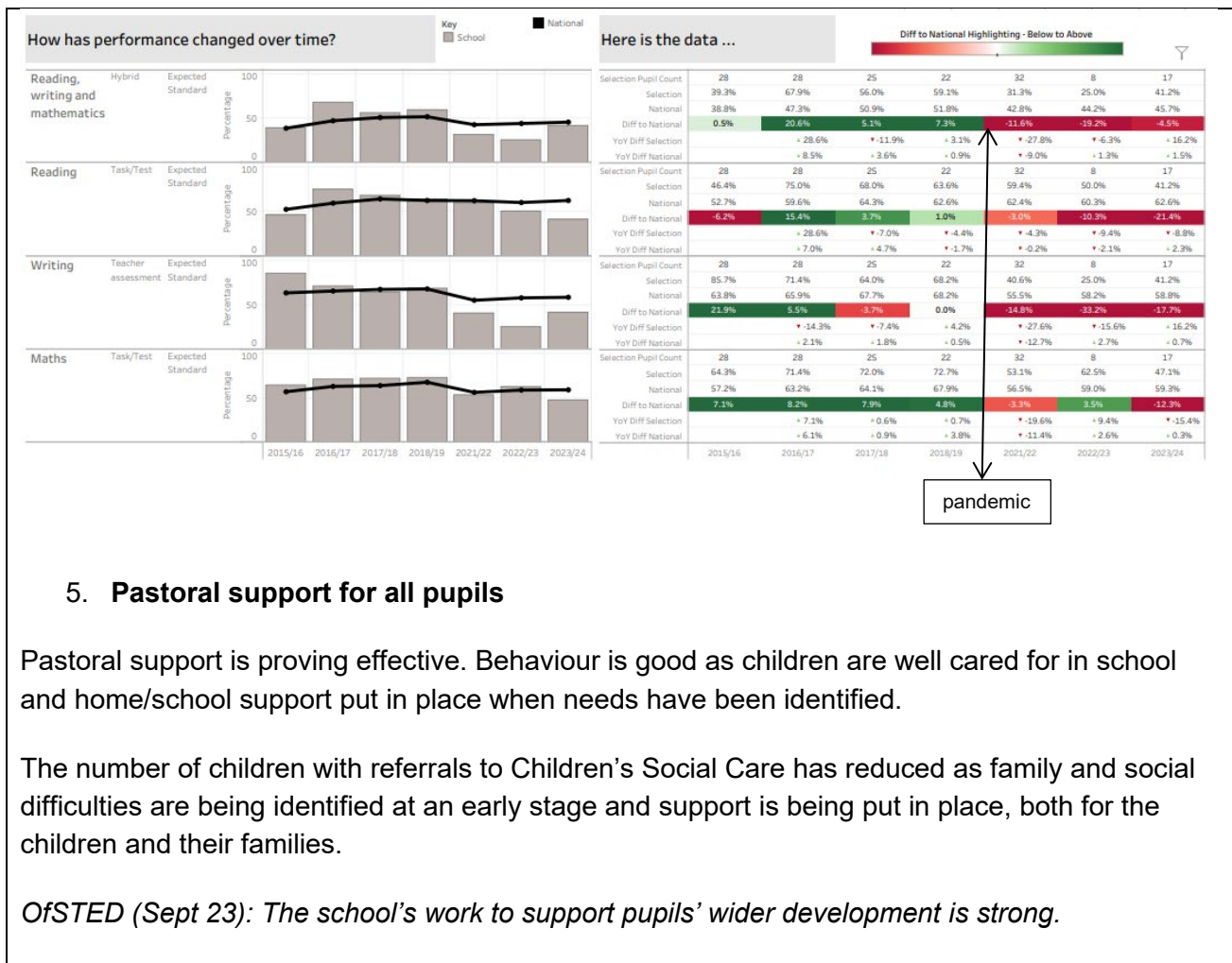
It is clear that, whilst PP children attained as well as their counterparts nationally in two of the last three years, the gap is wider at Broom Leys because the non-disadvantaged pupils are consistently above their counterparts nationally.

*OfSTED (Sept 23): The school prioritises reading. Staff have the expertise to teach pupils how to read. There is a consistent approach to the teaching of phonics across the school. Leaders use assessment to identify any pupils who are falling behind. Staff help pupils to catch up. Pupils enjoy reading. There are many opportunities for them to read in classrooms and in the well-resourced library.*

#### 4. Reading, writing and mathematics attainment among disadvantaged pupils.

It is evident that the impact of the pandemic has been greater for our disadvantaged pupils than it has for those who are not disadvantaged.

There has been a marked deterioration in attainment of disadvantaged pupils since the pandemic. Before the pandemic, disadvantaged pupils at Broom Leys were performing well in comparison to their peers nationally but this is no longer the case and this needs to be a focus of continued improvement.



### 5. Pastoral support for all pupils

Pastoral support is proving effective. Behaviour is good as children are well cared for in school and home/school support put in place when needs have been identified.

The number of children with referrals to Children’s Social Care has reduced as family and social difficulties are being identified at an early stage and support is being put in place, both for the children and their families.

*OfSTED (Sept 23): The school’s work to support pupils’ wider development is strong.*

## 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
NFER reading tests	NFER
Provision Map (SEN tracker)	
Phonics Tracker	
Little Wandle phonics	Little Wandle