

Pupil premium strategy statement 2025-2028 – Broke Hall 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	573
Proportion (%) of pupil premium eligible pupils	8.0%
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	Autumn Term 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Headteacher, Mrs R Fairs
Pupil premium lead	Deputy Head, Mrs J Noon
Governor / Trustee lead	Mr S Spinks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,005

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas at Broke Hall Primary School. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In addition to the quality first teaching that all pupils receive, our strategy is to support our disadvantaged pupils with extra targeted support to close any gaps in learning, to accelerate progress and to support their emotional and social needs so that they are ready to learn.

Our strategy is to focus on teacher assessment of learning and of basic skills to identify gaps in learning and adapt teaching accordingly.

- Additional time to practise basic skills.
- Additional support and focus on skills needed to maintain end of year outcomes in reading, writing and maths.
- Additional support for mental health and wellbeing of pupils where needed. This will be co-ordinated by the Pastoral Support Leader and will include, when appropriate, support from ELSA trained staff. We will use the Jigsaw resources to support all pupil's wellbeing and the Jigsaw PHSE curriculum planning. Early Years will have a particular focus on social skills development.

The school has a broad curriculum and extended offer which includes clubs, sport and music. Leaders monitor and support access to this for disadvantaged pupils so that our provision and approach impacts positively upon these pupils by broadening experiential educational opportunities and developing cultural capital for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning have been identified which can result in pupils not meeting age related expectation in reading, writing and maths, or making expected progress.

2	Language - pupils may have limited vocabulary and/or speech and language skills which can impact upon learning.
3	Social and emotional needs – in some cases these can inhibit/prevent learning or impact upon other children's learning
4	Attendance - low attendance and poor punctuality means less exposure to teaching and an increased risk of children falling behind.
5	Parental support and engagement - social and family issues impact upon social and emotional development. Home support can significantly increase a child's attainment and rate of progress.

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
To improve attainment and progress in phonics and reading	Improved outcomes for disadvantaged pupils which will match or exceed national averages for non-disadvantaged pupils at the end of KS2.
To improve attainment and progress in writing	Improved outcomes for disadvantaged pupils which will match or exceed national averages for non-disadvantaged pupils at the end of KS2.
To improve attainment and progress in maths at the end of KS2.	KS2 maths outcomes for disadvantaged pupils which will match or exceed national averages for non-disadvantaged pupils at the end of KS2.
To develop and increase pupils' speech, language and vocabulary.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
To increase the participation of disadvantaged pupils in extra-curricular activities	Participation in pupil representative bodies and in extracurricular clubs and activities will be proportionately higher than for the rest of the school
To improve attendance of disadvantaged learners.	Attendance and lateness does not hamper progress and attitudes to learning/school.

Activity in this academic year

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop focus on vocabulary and closing the word gap and implement recommended strategies. In 2026/27 this includes Trust CPD sessions led by Cambridge Oracy.	Why Closing the Word Gap Matters: OUP http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk	2
To continue to implement specific activities to develop pupils' language capabilities. In 2026/27 this includes Trust CPD sessions led by Cambridge Oracy.	Research by the Education Endowment Foundation has shown that speaking and listening are at the heart of all language development and are foundational for reading and writing, whilst proving essential for thinking and communication. Teaching that focuses on pupils' language development, particularly their expressive language, will support their writing. Speaking and listening is a model for expressive and receptive language: Sticky Questions – The Philosophy Man will be used to support speaking and listening development.	2
To continue to provide a robust intervention scheme alongside our DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Development of the writing curriculum in KS2 and the reading and writing curriculum in	Improving Literacy in KS2 EEF Improving Literacy in KS1 EEF	1,2

EYFS, KS1 using the CUSP curriculum.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching delivered by teaching staff in phonics, reading, writing, maths to address identified gaps in learning and accelerate progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Use LSAs to deliver bespoke interventions, small groups and one to one sessions to address identified gaps in learning and accelerate progress	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD for Therapeutic Thinking 2026/27	Therapeutic thinking is an evidence-informed, whole-school approach used in education to support children's emotional wellbeing, mental health, and special educational needs by viewing behaviour as a form of communication. Dr E Crooks https://therapeuticthinking.co.uk/what-we-do/	3,5
Support for children to develop the emotional vocabulary they need to	There is extensive evidence associating childhood social and	

express thoughts and feelings (including use of Stormbreak and Therapeutic Thinking resources) Support for pupils to engage with self-regulation strategies and tools, which help them to feel safe and calm. To support mental health and wellbeing of pupils and families through a range of strategies to include support and signposting by the ELSA and Pastoral Support Lead	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) EEF toolkit for behaviour	
Admin staff to track attendance on a weekly basis, address with families and report findings. Pupils of concern allocated a key worker within school. Funding for clubs/extra-curricular activities to improve pupil confidence and motivation to attend	The principles of good practice set out in the DfE's Improving School Attendance advice.	4

Total budgeted cost: £ 63,005

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

School data for end of KS2

2026:

Pupil Premium Pupils: 8 pupils in cohort

Combined 75% National 2025 47%

Reading 75% achieved expected standard, 25% higher standard (National 2025 63%)

Writing 88% achieved expected standard, 13% higher standard (National 2025 59%)

Maths 88% achieved expected standard, 25% higher standard (National 2025 61%)

Reading scaled score 103

Maths scaled score 106.6

Progress scores (provisional) Reading -0.6, writing 3.5. maths 3.6

2025:

Pupil Premium Pupils: 13 pupils in cohort

Combined 69% National 47%

Reading 85% achieved expected standard, 8% higher standard National 63%

Writing 77% achieved expected standard, 8% higher standard National 59%

Maths 85% achieved expected standard, 8% higher standard National 61%

Reading scaled score 104

Maths scaled score 103

Children were supported via the Pupil Premium Strategy to overcome the impact of factors significant to their individual circumstances, through targeted additional support in and out of the classroom both for their well-being and academic needs.

Strong outcomes in reading were the impact of a robust reading curriculum, high-quality whole class reading texts and planning which both inspired and scaffolded readers according to needs and provided aspirational models and rich discussion of texts and themes.

Children responded well to targeted interventions to increase motivation to write and our focus on vocabulary acquisition improved their ability for expression.

In order to improve maths progress, we introduced online maths tutoring for pupils in 2023-2024, which combined with QFT and teacher led morning interventions has resulted in outcomes above National in 2024 to 2026.

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
ELSA	ELSA Network
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance