

Broadstone First School

Pupil premium strategy statement

At Broadstone First school our aim is to ‘**prepare children for a life well lived**’. We are passionate about developing the ‘whole’ child. Our strategy is rooted in high expectations, inclusive practice, and evidence-informed approaches that address both academic and non-academic needs. The overarching aim is to close attainment gaps while developing confident, resilient, and independent learners. We intend to use pupil premium (2025-2026) to support in four key areas that we use to underpin both our curriculum taught and curriculum lived to ensure success for all. These areas are: Knowledge Acquisition, developing self-agency, Taking positive action and Preparation for work.

School overview

Detail	Data
School name	Broadstone First School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	11.8% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024 Updated January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Wood- Head of School Dawn Wilks - Executive Head
Pupil premium lead	Donna Wadey Fran Whitelaw
Governor / Trustee lead	Amy Beasley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
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	£49,995

Part A: Pupil premium strategy plan

Statement of intent

At Broadstone First School, it is our aim to prepare children for **'a life well lived'**. Therefore, children should have access to high-quality education, irrespective of their background, personal circumstances or prior experiences. We believe that all students can achieve. Due to their financial circumstances, some students are considered to be at a disadvantage compared to their peers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and do not subscribe to assumption bias.

Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on; high-quality teaching, targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and communication skills are having a detrimental impact on the reading and writing progress of disadvantaged children. Deficits in oral language and vocabulary have been identified as barriers to children achieving.
2	Assessments, observations and discussions with pupils, teachers and parents suggest that some pupils do not have the same level of social and cultural capital as their peers. This is particularly obvious given our specific catchment.
3	From observations and discussions with pupils and families we have identified low self-esteem and confidence for many children in receipt of PP. Disadvantaged children across the school continue to require ongoing support with social, emotional and mental health difficulties.
4	Attendance for some pupil premium children continues to have a negative impact on their learning. The attendance of disadvantaged pupils is significantly lower than all pupils. Last academic year school attendance was 6.9% lower for those in receipt of pupil premium (87.4% compared to 94.3%). Persistent absence among disadvantaged pupils remains an ongoing challenge and a key priority for further intervention. Whilst 11.7% of the school were persistently absent in 2025, 32.1% of disadvantaged pupils were persistently absent.

	Lateness for PP children has a direct impact on access to the curriculum.
5	Parental engagement (coffee mornings, parent consultation, book look, open evening, communication with the class teacher) is low for many children in receipt of PP. This puts them at further disadvantage as they progress through the curriculum.
6	For some children in receipt of PP funding, the lack of parental engagement and support at home means reading skills, times tables and spelling of key words are not always practised regularly at home.
7	Assessments and observations of pupils show that learners lack the application of key meta-cognitive strategies to support independence in their learning. Too many learners rely on adult support as they are yet to acquire the skills to be more independent.
8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and mathematics than their peers.

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
<p>KNOWLEDGE ACQUISITION</p> <p>Improve oral language and communication through wider opportunities for speaking and listening across the curriculum</p> <p>Targeted SALT interventions for individuals</p>	<p>Children's confidence improves as a result of speaking and listening opportunities within the English curriculum.</p> <p>Increased participation in speaking and listening activities in the classroom.</p> <p>Wider engagement of PP children is seen in all lessons across the curriculum.</p> <p>Teachers report improved engagement and understanding during lessons.</p> <p>Targeted interventions will show improvement for individuals. This will be evident in intervention tracking and the child's access to the curriculum.</p>
<p>KNOWLEDGE ACQUISITION</p> <p>To improve reading fluency and comprehension, ensuring that all pupils are able to access the curriculum and engage with texts confidently.</p>	<p>Reading progress for disadvantaged pupils will be in line or better than peers.</p> <p>Phonics assessment data will show improved outcomes for disadvantaged pupils, with progress rates in line with or exceeding those not of receipt of PP</p> <p>Improvement in reading age and fluency assessments for KS2. PP children to make expected progress or exceed this.</p>

<p>KNOWLEDGE ACQUISITION</p> <p>Gaps in key learning (Reading, Writing and Maths) are identified and addressed quickly.</p>	<p>Increased number of PP children achieving at or above the expected standard in Reading, Writing and Maths.</p> <p>The gap between PP and non-PP children will narrow through raised PP attainment.</p> <p>Interventions are targeted and tracked to ensure gaps in key learning are secured.</p>
<p>SELF AGENCY</p> <p>Building confidence and self-esteem for identified PP children.</p> <p>Targeted pastoral interventions for individuals</p>	<p>Review of the impact of pastoral interventions will show improvement in pupil's self-esteem and confidence.</p> <p>Graduated response of pastoral interventions will be planned to ensure they are targeted accordingly.</p> <p>Improvement in regulation is seen across the school with a reduction of challenging behaviour/loss of learning time.</p>
<p>SELF AGENCY</p> <p>Develop metacognitive strategies to support independence in lessons and broader strategies to enable self-efficacy.</p>	<p>Children can work independently by applying a range of key metacognitive strategies.</p> <p>Children will confidently complete their work without adult support.</p> <p>Children feel more confident in class and articulate this.</p> <p>This will be evidenced through learning walks; pupil conferencing and book looks.</p>
<p>PREPARATION FOR WORK</p> <p>Persistent absence of pupil premium pupils will be reduced leading to improved attainment across the curriculum.</p>	<p>A significant reduction in the number of disadvantaged pupils being persistently absent.</p> <p>Clear and robust support programme in place for families and used consistently where needed.</p> <p>A decrease in lateness for PP learners.</p>
<p>PREPARATION FOR WORK</p> <p>Exposure of different opportunities and experiences (responsibilities, clubs, events, trips, school representatives) to enhance children' level of social and cultural capital.</p>	<p>Higher percentage of PP children are represented in wider opportunities across school.</p> <p>Families supported by the school to use individual allocation to spend on wider opportunities</p> <p>Higher attendance of PP children participating in extra curricular activities.</p>

<p>TAKING POSITIVE ACTION</p> <p>Pupil premium children will benefit from stronger parental engagement.</p>	<p>A higher number of PP parents will engage with the school and their child's learning (book look attendance, consultations)</p> <p>Improved home/school communication.</p> <p>Positive parental feedback received about the support provided.</p> <p>Pupil Premium children regularly complete home learning to a high standard.</p> <p>A programme of support materials will be in place and available for parents. Evidence of PP parents engaging.</p>
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Activity in this academic year (2025-2026)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Knowledge Acquisition - Oracy</u></p> <p>Develop Oracy strategy to be followed across school including progression map.</p> <p>Map speaking and listening components across the curriculum.</p> <p>Update modules to include relevant Speaking and Listening components.</p> <p>Early identification of Speech and Language in EYFS through using the school's allocation of SALT time.</p> <p>Upskill teachers and LSAs to support delivering of SALT intervention and application in class. Access to SALT training programmes offered by BCP.</p> <p>Learning Plans to reflect Speech, Language and Communication Needs.</p> <p>Robust tracking of SALT interventions to measure impact.</p>	<p>Beck et al.'s Bringing Words to Life. - an Oracy rich approach.</p> <p>DFE reading framework July 2023 focus on Oracy</p> <p>Voice 21 - provide a high-quality oracy education and, in doing so, make society a fairer, more equitable place where all voices are valued and heard.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	<p>1,8</p>

<p><u>KNOWLEDGE ACQUISITION - Reading</u></p> <p>Embed use of Diabels assessment in KS2 to support teaching of fluency and speed.</p> <p>Ensure all staff are trained in delivering RWI.</p> <p>Use Reading Leader to support coaching sessions and team teach with staff.</p> <p>Identify and provide further opportunities for reading practice in school for individuals (secret reading club, reading army, reading buddies)</p> <p>Review reading for pleasure strand of the reading strategy and audit reading for pleasure across school.</p> <p>Provide training to all new LSAs and teachers on reading approach in school (fluency, opening door strategies)</p> <p>Purchase of resources to support the teaching of a DfE approved phonics scheme (RWI) and for staff to work with the Ramsbury English hub to improve the delivery of phonics.</p>	<p>Importance of reading aloud to children. https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> <p>Christopher Such- The art and science of teaching primary reading.</p> <p>Importance of phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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</p>	<p>1, 7,8</p>
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Targeted academic support

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Knowledge Acquisition - Reading</u></p> <p>Targeted support for PP students (1 hour per week for KS1- 1:1 or group) to further improve phonics and reading progress. (Fast Track)</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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 8</p>

<p><u>Knowledge Acquisition – Reading, Writing, Maths</u></p> <p>Targeted interventions addressing specific gaps in learning for disadvantaged pupils e.g., precision teaching colourful Semantics, phonics, plus 1, spelling.</p> <p>Pre-teaching for to learn vocabulary.</p>	<p>EEF Evidence indicates that one to one tuition can be effective on average accelerating learning by approximately five additional months’ progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period (6-12 weeks) appear to result in optimum impact.</p> <p>EEF states that small group tuition supports building confidence to participate in sessions leading to greater collaboration and rehearsal of language.</p>	<p>1,7,8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SELF AGENCY – building confidence and self-esteem.</p> <p>Devise ‘pastoral offer’ of interventions available across the school. This includes a graduated response and clear tracking and assessment to show impact.</p> <p>Train relevant staff in interventions to deliver high quality and measurable intervention.</p> <p>Upskill LSAs and Teachers to support with low level pastoral support in the classroom to ensure a graduated response is followed.</p> <p>Workshops/coffee mornings offered to support parents with regards to their child’s self-esteem and behaviour.</p> <p>One Page Profiles completed and updated throughout the year to celebrate achievements and identify areas of support for each individual to capture their pupil voice.</p> <p>Improve transition processes and sharing of information between year groups and schools for all PP children. This will allow for early relationship building between with parents, child and new teacher before the Summer Holidays.</p>	<p>The DfE guidance, promoting children and young people’s mental health and wellbeing, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>EEF +4mths progress. Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional learning might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>3, 5, 6</p>

<p>SELF AGENCY – independence</p> <p>CPD opportunities for staff on metacognition and the positive impact this has on learning. This will allow for quality first teaching within classrooms.</p> <p>Explicit teaching of metacognitive strategies in all year groups.</p> <p>Teachers modelling own thinking to demonstrate metacognitive strategies.</p> <p>Opportunities for pupils to reflect on and monitor their internal thinking processes, strengths and areas for improvement, and plan how to overcome current difficulties through pupil conferencing.</p>	<p>Zones of challenge theory</p> <p>Rosenshine’s principle of instructions</p> <p>Metacognition improves progress by 7 months +</p> <p>Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Metacognition and Self-regulated Learning EEF</p> <p><u>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>3,7,8</p>
<p>PREPARATION FOR WORK- attendance</p> <p>Attendance processes reviewed over both First and Middle School.</p> <p>Closely track attendance</p> <p>Complete graduated response for attendance for individuals to ensure robust tracking and early intervention</p> <p>Work closely with parents/carers and external agencies to reduce the gap in attendance.</p> <p>Further informing parents of support available, signposting and promoting good attendance and the benefits of being in school.</p> <p>Pupil Voice to be undertaken when attendance is low to support bespoke plans to support improvement of attendance.</p>	<p><u>https://educationendowmentfoundation.org.uk/news/new-eeef-podcast-supporting-school-attendance</u></p> <p><u>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</u></p> <p>The EEF toolkit states that social and emotional learning has moderate impact for very low cost.</p> <p>Specialist staffing, home visits and provision of wraparound care to support vulnerable families.</p>	<p>1, 2,3,4,5,6,7,8</p>
<p>PREPARATION FOR WORK- cultural capital</p> <p>One page profile to review each PP child and their strengths, interests and participation in wider school activities.</p> <p>Tracking system to monitor experiences for all.</p> <p>Support in school given to PP children to help with applications for School Council, House Captain, Sports Ambassadors to support confidence building.</p> <p>Mentor assigned to each PP child to support academically and socially.</p> <p>Targeted Sports events for all PP children. Learners to access a minimum of two sporting events throughout the academic year.</p>	<p>We believe extracurricular activities are important in developing social skills as well as being associated with a range of other positive outcomes, for example achievement. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Based on Education Endowment Foundation research that one to one support has the highest impact for children</p>	<p>4, 5</p>

<p>Pupil Voice gathered at mid-year and end year to help create new responsibilities and UBC offer to engage interest outside of the curriculum offer for all PP children.</p>		
<p><u>TAKING POSITIVE ACTION – Parental engagement</u></p> <p>Parental programme for all PP families so each family has regular contact with the class teacher.</p> <p>Review whole school parent engagement programme and look at opportunities across school to ensure programme is available and accessible to all.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5,6</p>

Total budgeted cost: £49,995

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 2025 to 2026 academic year.

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Externally provided programmes

Programme	Provider

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.