

Pupil premium strategy statement – Broadmeadow Infant and Nursery 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	119 (20 in Nursery) 99 @ £1515 and 20 @ £570*
Proportion (%) of pupil premium eligible pupils	21%
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	December 2026
Statement authorised by	Mr K. Medway (Headteacher)
Pupil premium lead	Mrs C Elsmore
Governor / Trustee lead	Mrs Denise Latham

*Based on the new 2025/26 EYPP rate of £1.00 per hour (for 570 hours).

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£34,095

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We believe that by having the highest expectations, irrespective of a pupil's background or the challenges that they may face, and by giving the opportunities and support needed, we enable all of our pupils to strive for excellence in all that they do. We aim for each pupil to make good progress and achieve high levels of attainment across all subject areas. We value the importance of every pupil at Broadmeadow and believe that they are entitled to feel safe, respected and supported so that they are ready to learn and succeed. Our school's values of aiming high, kindness and community underpin all that we do.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our Pupil Premium Strategy targets key areas which will enable children to gain the knowledge, skills and opportunities needed to achieve success and to thrive in adulthood. Pupil Premium funding is focused on the core skills of reading, writing and mathematics (aiming high) as well as the development of personal and social skills (kindness and community). Excellent pastoral support, high expectations of behaviour and the development of positive relationships form the foundations of our approach and, on this, high quality teaching, targeted interventions and embedded learning are built. Monitoring and assessment are used to identify the support needed by our disadvantaged children, whether this be through high-quality classroom teaching or tailored interventions. By using Pupil Premium funding to improve attendance, we are ensuring that children are making the best possible progress through increased access to teaching and support. This will, in turn, lead to improved academic outcomes and lead to greater opportunities for our pupils.

What are the key principles of your strategy plan?

High quality teaching underpins our strategy. We invest in high-quality, evidence based CPD, interventions and whole school approaches to ensure that the funding is spent on proven projects. We use evidence from the Education Endowment Foundation to provide the rationale for this strategy which ensures that all expenditure has a secure basis for success. Continuous professional development for all members of staff, especially in relation to key changes implemented, ensures that all staff and stakeholders are able to deliver interventions, teaching methods or embed approaches with integrity.

Challenges

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

Challenge number	Detail of challenge
1	Barriers to learning due to emotional well-being, poor mental health and anxiety as well as concerns around pupils' resilience levels and self-esteem (dysregulation)
2	On average, the attendance of our Pupil Premium pupils is lower than that of our non-pp. This means that the attendance of our Pupil Premium children falls below the 95% national target and below our school target of 96%.
3	Limited life experiences and opportunities for holistic development and growth of some children outside of the classroom environment and a rise in Early Help needs.
4	Individual challenges such as speech and language, learning and cognition, social and emotional issues, autism and ADHD. This academic year, we have a high level of SEND children with more than half of these being eligible for Pupil Premium funding.
5	Families on low-income, who have lost their jobs or who are suffering financial hardship may require support with school expenses such as uniform, equipment and educational trips/extra-curricular clubs.
6	A significant number of children join our school with gaps in language development impacting on their basis for early reading and phonics.
7	Speech and Language skills are often lower for pupils eligible for Pupil Premium than for other pupils.
8	A growing number of our children have English as an additional language. Immersion in the English language is important for these pupils and extensive support is provided in class in order to develop a pupil's language and understanding.

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
Behaviours for learning, wellbeing and positive relationships more evident for identified children leading to improved mental health and resilience.	Behaviour and Relationships policy embedded in the culture of the school. Tracking and recording systems used to monitor positive and negative behaviours as well as wellbeing. Communication is strong between home and school. Reduction in the amount of lost learning time for key children.

	Evaluations of in-school Mental Health programmes (MyHappyMind) demonstrate positive progress in pupil's behaviour, wellbeing, mental health and/or resilience.
Improved attendance at school, including parental engagement, and fewer persistent absentees.	Attendance gap for pupils eligible for Pupil Premium will not increase. Pupil Premium attendance to be in line with the school target of 96% Increased Pupil Premium parent attendance at Parent's Evenings. Reduced number of persistent absentees.
Pupils have the opportunity to take part in a wide range of activities both in and out of school.	Funding support offered, when needed, to support families in engaging with educational trips and extra-curricular activities. An increase in the number of clubs offered and the variety of activities that are covered in these. Continued development of our curriculum. Development of links to local schools and the wider community with regards to competitions and events.
Increase the percentage of Pupil Premium children making expected or better progress and working at an age-related standard as well as minimising the gap in attainment and progress between Pupil Premium and non-Pupil Premium children.	The gap in attainment and progress between pupils eligible for Pupil Premium and those who are not will not increase. More PP children meeting age-related expectations. Pupil Progress meetings show the positive impact of steps taken to support attainment and progress of pupils eligible for PP. In school assessments and national phonics testing demonstrate that the school is in line with or is narrower than the national achievement gap between PP and non-pp children.
Improve the speech and language skills of Pupil Premium pupils in EYFS and KS1.	Little Wandle used consistently across all year groups and for targeted interventions. Assessment of Reading Ages show rapid improvement for key groups, including pupil premium. Star Assessment and Little Wandle analysis reflect rapid progress.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Great Teaching Toolkit (GTT) (CPD for all staff)	EEF: Effective Professional Development. The GTT is based on the <i>Model for Great Teaching</i> evidence review. EEF guidance emphasizes that professional development must focus on "mechanisms" that change teacher habits. EEF Professional Development Link	1, 4, 7
Kinetic Letters (Whole-school handwriting curriculum)	EEF: Improving Literacy in KS2. Recommendation 5 states that fluent transcription (handwriting) is vital because it "frees up cognitive resources" for composition. EEF KS2 Literacy Link	1, 4, 6, 7, 8
Teaching Assistant (TA) Professional Growth: Training TAs to support "explicit instruction" and "extrinsic modelling" within the classroom rather than just hovering.	EEF: Making Best Use of Teaching Assistants. When TAs are trained to support high-quality classroom instruction. EEF TA Link	1, 4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading & Maths Diagnostics: Utilizing termly data to identify and target "On Watch" pupils for swift intervention	EEF Small Group Tuition: Using diagnostic assessment to ensure interventions are "precisely targeted" to identified skill gaps (+4 months impact). EEF Small Group Tuition	1, 4

Use of Little Wandle online software to support learning both at home and school.	Online software to support Reading at home and school. Giving opportunities for parents to support pupils at home and enabling them to gain an understanding of curriculum content. https://educationendowmentfoundation.org.uk/education-	6
<i>Kinetic Letters (Intervention groups)</i>	EEF Toolkit: Physical Activity. If used as a targeted motor-skills intervention, it aligns with evidence linking physical development to improved literacy outcomes.	1, 4
Mastering Number (EY and KS1): Targeted small group work for pupils struggling with number sense and fluency	EEF Early Years and KS1 Mathematics. Building a strong "number sense" is a critical foundational skill. This targeted support uses "explicit instruction" and "extrinsic modelling" as identified in the SIP. Improving Mathematics in the Early Years and Key Stage 1	
Rapid-Response Interventions: Swift, evidence-based "pull-out" or "keep-up" groups for literacy and numeracy as identified in baseline data.	EEF Guide to Pupil Premium: Targeted support is most effective when it is brief, regular, and led by well-trained staff.	1, 4

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

Budgeted cost: £10,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to monitor and action attendance issues	EEF Guide to Pupil Premium. Attendance is a prerequisite for all other interventions to work.	2
Learning mentor pastoral support	EEF Toolkit: Social and Emotional Learning (SEL). SEL interventions can add +4 months of progress by improving self-regulation and school belonging. EEF SEL Link	1, 2, 3, 4, 5
Arbor Communication	EEF Toolkit: Parental Engagement. Improving the quality and frequency of communication with parents (+4 months impact). EEF Parental Engagement	1, 2, 3, 4, 5

Extra-curricular & Music Lessons	EEF Toolkit: Arts Participation. Music and arts participation support engagement and have a +3 month impact on academic outcomes. EEF Arts Link	1, 2, 3, 5
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Total budgeted cost: £34,095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

In the 2024-25 academic year, the performance of disadvantaged pupils at Broadmeadow Infant School showed significant success in Early Years and Phonics, with Pupil Premium pupils often performing in line with or better than their non-disadvantaged peers.

Early Years (EYFS) Attainment: *In 2024-25, 50.0% of Pupil Premium Eligible (PPE) pupils achieved a Good Level of Development (GLD). This was a notable success as they outperformed the non-PPE group, where only 43.8% achieved GLD*

Phonics Success: *The school achieved an exceptional 98% pass rate in the Year 2 Phonics Screening Check for the 2024-25 cohort*

Informed Assessment Driver: *This reversal is attributed to a strategic shift toward more informed assessment. By using frequent diagnostic and formative data (including STAR and Little Wandle), the school was able to identify specific skill gaps. This enabled the implementation of "swift, evidence-based interventions" for "On Watch" pupils before they fell significantly behind their peers*

It should be acknowledged that while PPE attainment remained strong, the overall GLD across the school trended downward. This can be attributed to the needs of the cohort but also that those with gaps were recorded as such to ensure that these could be addressed.

Wider Issues: Attendance, Behaviour, and Well-being

The Attendance Gap: *Attendance remains the primary barrier to closing the attainment gap. In 2024-25, the attendance for Not Disadvantaged pupils was 95.3%, whereas Pupil Premium Eligible pupils reached only 90.1%*

Progress Toward Targets: *While the PPE attendance rate has shown a slight improvement in the first term of 2025-26 (rising to 92.0%), it remains below the national target of 95% and the school's own ambitious target of 96%*

Persistent Absenteeism: *High absence rates for individual PPE pupils were recorded. Many of these were due to unauthorised family holidays. Closing the attendance gap remains a priority as persistent absenteeism is heavily concentrated within the disadvantaged group. In 2024-25, specific PPE pupils faced extreme barriers to attendance, including:*

Analysis of Strategy: *The Attendance Officer and Arbor communication systems are being used to monitor these trends and engage parents more effectively. High absence rates directly correlate with pupils falling into the "On Watch" (OW) category for core subjects, making attendance the primary prerequisite for the success of all other academic interventions*

Well-being: The **MyHappyMind** programme and the **Behaviour and Relationships policy** are now "golden threads" woven into the school culture, providing the pastoral foundation necessary for pupils to be "ready to learn"

Analysis of Strategy Success

The school is on target to achieve its long-term strategic outcomes particularly regarding the foundational literacy and numeracy goals of the **"Gateway Project"**

What worked well: The use of Little Wandle and Maths Mastery has been embedded with Teaching Assistants for small-group interventions becoming more effective. The reversal of the GLD gap proves that targeted support driven by data can overcome socio-economic disadvantage

Aspects requiring further focus: Year 1 Phonics is a priority for the 2025-26 cycle; as of December 2025, **58.8% of PPE pupils are "Not on Track"** compared to 15.4% of their peers

Assessment of Previous Strategy Plan

As the 2024-25 academic year concluded, BMI's results confirmed that the focus on **high-quality teaching** and **informed assessment** is the correct path toward the 2030 vision. The success in Year 2 Phonics (98%) and the PPE group's GLD performance indicate that the foundational strategies are yielding results, though the **attendance gap** remains the critical challenge for the next stage of the plan

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
ClassCharts	Edukey