Broadacre Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Broadacre Primary School
Number of pupils in school	693
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	David Wilkinson Headteacher
Pupil premium lead	David Wilkinson
Governor / Trustee lead	Katherine Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,365
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	£242,365

Part A: Pupil premium strategy plan

Statement of intent

Broadacre Primary School is situated in the City of Hull and serves the Bransholme and Kingswood housing estates. Kingswood is undergoing a major house building programme and school numbers have risen sharply in recent years. The school moved into a brand-new school building on the current site in February 2022. Eligibility for free school meals has dropped in recent years – 32.9% in 2015 – 2016; to 25.7% in 2021 – 2022; 21.14% in September 2024; to 19.94% in September 2025. 38% of pupils live in the 20% most deprived households nationally. This has dropped from 41% in 2021.

The school's most important priority is to close the attainment gap between our disadvantaged pupils and others within the school and nationally. Our aim is to enable all pupils to fulfil their educational potential.
Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1	There is a rising SEND need across the school with the number of Education and Health Care Plans rising sharply. The proportion of pupils with an EHCP, who are also disadvantaged is 22.22%.
2	There is a significant Emotional/Well-being need across the school with 35 pupils (5% of the school) identified by staff/parents/agencies as requiring additional support in this area. Of the 35 pupils, 22 (63%) were eligible for Pupil Premium funding.
3	Attendance and punctuality Attendance, whilst above the average seen nationally, there are still disparities between our disadvantaged pupils and their non-disadvantaged peers: 2025-26:

	• Overall attendance – disadvantaged pupils 92.23% others 95.83% • Persistent absence – disadvantaged pupils 16.2% others 8.7%
4	As the demographic of the school changes, due to development within the catchment area, the lived experiences of disadvantaged pupils is often vastly different to their peers. The school aims to provide a rich and varied lived experience through in-school and extra-curricular activities.

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
There is a curriculum continuum in place which builds on prior learning and stages of child development, that allows all pupils, irrespective of any barriers to learning, to achieve/make progress at an appropriate and accelerated rate.	**By 2026-27:** • Every child is taught by a teacher who consistently meets all of the Teacher Standards. • Assessment, observations, work scrutinies and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school. • School judgements are confirmed by external assessment data and by external monitoring of the school. **By the end of 2027-28, we will aspire to:** • Ensure that intent documentation, for all subject areas, is sequenced effectively and fully and consistently implemented, allowing all pupils to make progress in all areas. • Increase the offer of enrichment (out of classroom) activities to include skills required for the next stage of pupils' lives, building resilience, financial literacy and the ability to self-regulate. • Further increase the offer of after-school activities, with greater access to the arts.
Further increase pupil confidence and proficiency in the acquisition and application of the foundational skills.	**By 2026-27:** • The percentage of pupils reaching Good Level of Development is above other pupils nationally. • The proportion of pupils in Year 1 and Year 2 passing the PSC is greater than that seen nationally. • The proportion of pupils scoring full marks on the Year 4 MTC continues

	to be significantly higher than the proportion seen nationally. • The proportion of pupils achieving the expected standard at Year 6 for RWM continues to trend upwards • Progress of disadvantaged pupils at the end of Year 6 is above the national average. **By the end of 2027-28, we will aspire to:** • Reduce, over time, the proportion of pupils requiring the Y2 PSC recheck and, subsequently, accessing phonics in Y3. • Ensure that pupils can apply the key foundational skills of transcription and arithmetic fluently at all levels.
Improved outcomes for more able pupils in Key Stages 1 and 2 in reading, writing and maths.	**By 2026-27:** • At end of KS2 % of all and disadvantaged pupils reaching GDS in reading, writing, mathematics and RWM is at least in line with national average for all pupils **By the end of 2027-28, we will aspire to:** • Reach targets agreed with Trust at EXS and GDS at the end of Key Stage 2 • Continue to eradicate the gap between disadvantaged and other pupils when compared with previous year's school and national outcomes across all measures
Improved attendance and punctuality, with a marked reduction in the proportion of pupils regarded as persistently absent.	**By 2026-27:** • The overall attendance rate for all pupils is at least 96% • The attendance gap between disadvantaged pupils and others is narrower than the national average • The % of all pupils who are persistently absent is significantly lower than the national average (10%). • The gap between disadvantaged pupils and others in school is in line with national figures • **By the end of 2027-28, we will aspire to:** • Eradicate the absence gap between disadvantaged pupils and others nationally • Eradicate the gap between disadvantaged pupils and others in terms of Persistent absenteeism.

Provide a rich, varied and bespoke offer for pupils requiring additional emotional and/or wellbeing support.	**By 2026-27:** • Reduction in total number of behavioural incidents recorded in CPOMS across disadvantaged and other pupils • High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback). • High levels of parental engagement in activities and workshops amongst parents of disadvantaged pupils **By the end of 2027-28, we will aspire to** • Consistently apply the school's behaviour policy in and out of the classroom, leading to improved attitudes and behaviour outside of the classroom • Target specific pupils and families for participation in curriculum enrichment and after-school activities. • Increase the number of face-to-face opportunities for parental engagement. • Identify and support pupils with low-level well-being concerns, preventing escalation of those concerns. • Provide targeted support for pupils with low-level concerns • Increase the proportion of disadvantaged pupils accessing extra-curricular activities

Activity in this academic year
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: £128,953.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunities for staff to access suite of NPQs: Release time for teachers/leaders to attend NPQ courses in Teaching and Learning; Leading Literacy; Leading Behaviour and Culture; Senior Leadership 7 days termly HLTA cover **£4,906** **Access to HET Expert Professional Development Programme and Responsive Coaching** Release time for new staff to receive training on trust-wide teacher development programme. **£4,200** **CPD for all staff:** Identifying and overcoming barriers to learning across the entire curriculum. Preparation for training and cost of training resources **£6,500** Leadership and management time for Assistant Headteachers/Deputy Headteacher to support the development of quality first teaching – bespoke support and action plans, coaching and mentoring. 3 X 0.1 L5 **£22,758.11** Release time for Literacy, EYFS, maths leads to train, lead training and coach staff	Education Endowment Foundation – Guide to the Pupil Premium – Autumn 2021 'Spending on developing high quality teaching may include investment in professional development, training and support for early carer teachers, alongside recruitment and retention.' Reading comprehension strategies | EEF In the section on leadership and management, the report concludes that Headteachers are responsible for investing in the best teachers and teaching assistants they can find and scrupulously training or retraining them to teach phonics and that senior leaders must build a strong reading culture and ensure that all staff have the knowledge, skills, understanding and professional support to teach reading effectively and thus transform children's life chances. Mastery learning | EEF Research finds that there are 5 key principles for the effective teaching of maths: • Develop practitioners understanding of how children learn maths; • Dedicated time for children to learn maths; • The use of manipulatives and representations; • Ensure that teaching builds on what children already know; • Use high quality targeted support to help all children learn.	1

for the implementation of Read, Write Inc, mastery maths and early childhood language development. 0.1 X L5 **£11,566.62** 0.1 X UPS 9 **£7,856** Visits to see outstanding practice in phonics, literacy and maths inhouse and a range of settings. HLTA cover for teachers 0.2/week **£5,029** Additional hours to create extra teacher in KS2 on a Friday **£12,209.60** Release time for SENCo to work with staff to develop provision for vulnerable groups. 0.4 X UPS 8/week **£27,320**		
Purchase of Resources: Purchase Reading Plus resource and reading for pleasure books for KS 2 pupils. **£14,500** Purchase Read, Write, Inc training for all staff and fund cover for teachers and TAs through development days– **£6,000** Purchase Times Tables RockStars **£667**	The reading framework Phonics | EEF 'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.'	1
Use of Chatta: Whole-school licence for Chatta, to develop oracy and writing throughout the school **£1500**	Collaborative learning approaches | EEF High impact (+5 months) for relatively low cost.	1, 2, 4

	Using Chatta, pupils work collaboratively to compose and adapt sentence structures, led by skilled teachers.	
Teacher Release Time for Subject Leadership and Curriculum Development Teacher release time to complete subject development plans/work with leaders. One teacher per week **£3940**	Review-of-teacher-workload-management-approaches.pdf	4

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

Budgeted cost: **£83,845.42**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS Communication and oral language intervention L2 TA for 10 hours/week **£4,560** 0.1 FS2 teacher **£5,698**	Oral language interventions | EEF 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.'	1, 2 & 4

Phonics catch up and interventions: FS 2 – 2X L3 TA X 30 min/day **£3,980** Year 1 – L2 TA 70 mins/day **£3,440** Year 2 – L2 TA 70 mins/day **£3,440** L 2 TA 30 mins/day **£1,340** KS 2 – 2 X L2 TA 30 mins/day **£2,580**	Education Endowment Foundation - Teaching-learning-toolkit/phonics 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.' Education Endowment Foundation - Teaching-learning-toolkit/teaching-assistant-interventions Research can show that the impact of teaching assistants in the classroom can be minimal, but impact is greater when they work in partnership with teacher and when they take small targeted groups of pupils. DfE Reading Framework - Teaching the foundations of literacy High-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children, 'given the expense and impracticality of This, this should not undermine, however, the value of one-to-one or small-group support for the few children who need extra help to keep up.	1, 2 & 4
Reading Intervention: Daily reading for targeted children in KS 2. 5 L2 TAs 1 hour/day **£14,700**	Education Endowment Foundation - Teaching-learning-toolkit/reading-comprehension-strategies This research focusses on the teaching of reading comprehension strategies with children being taught a range of techniques which enable them to comprehend the meaning of what they read: • inferring meaning from context; • summarising or identifying key points; • using graphic or semantic organisers; • developing questioning strategies; • monitoring their own comprehension These strategies are often taught to a class and then practiced in pairs or small groups and can have a positive impact on pupils' reading progress, especially if reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2
Maths intervention: Same day support for KS 1 and KS 2 5 L2 TAs 1 hour/day	Education Endowment Foundation -Teaching-learning-toolkit/teaching-assistant-interventions TAs can have a huge impact on pupil outcomes, but this is dependent on how they	1, 2

£14,700	are deployed. When TAs have been trained to deliver a specific intervention, the impact is greatest. Same day interventions for maths do not detract from the children receiving quality first teaching in the class every day. Research shows that the impact of TAs is best when they have been trained to a high degree and this is the case at Broadacre as TAs have all received mastery maths training and have been to TRGs.	
School Led Tuition After school support for KS 2 pupils for reading, writing and maths £43/hour plus oncosts = £58.20 5 teachers for 20 sessions **£6,020**	Education Endowment Foundation -Teaching-learning-toolkit/small group tuition. 'Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage parents to avoid widening attainment gaps.'	1, 3, 4
SEND Pathways Additional staff member to support on Sky and Cobalt Pathways **£23,387.42**	Oral language interventions | EEF Small group tuition | EEF Creation of bespoke SEND pathways for pupils working at an engagement model level. This allows direct and targeted support in the area of early communication. EEF blog: 'Five-a-day' to improve SEND outcomes | EEF Meeting the range of needs presented by a class of children is undoubtedly a challenging task. However, research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs. The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.	1

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

Budgeted cost: £60,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a dedicated and full-time Attendance Officer to work within a strategic attendance team **£25,436**	Working together to improve school attendance - GOV.UK In order to raise attendance, it needs to be a priority of school improvement. It needs to be resourced appropriately to create, build and maintain systems and performance. The DfE guidance on having an effective whole school strategy to raise attendance promotes employing a designated attendance champion in the senior leadership team with clearly assigned responsibilities, which are identified within the attendance policy. Raising attendance is a priority in Broadacre's school improvement plan and the school is committed to working with families to support children attending school.	3
Use Child Protection Coordinator and ELSA time to provide targeted EWB support and therapy **CPC £6490.60** **ELSA £3465.40** **£9956**	EEF Social and Emotional Learning Evidence and research suggest moderate (+4 months) impact for low cost. Key attributes of social and emotional learning will be baselined and assessed termly for disadvantaged pupils/pupils of concern.	1, 2, 3
Enrichment budget **£25,000**	Arts participation | EEF Evidence and research suggest moderate (+3 months) impact for relatively low cost. To improve and expand the lived experience of pupils, Broadacre provides a rich and varied extra-curricular programme, including access to the arts.	3, 4

Total budgeted cost: £273,190.75