

Pupil premium strategy statement – Broomhill Infant School

This statement details our school's use of pupil premium (and recovery 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	182 (including nursery) 143 (without nursery)
Proportion (%) of pupil premium eligible pupils	32.2% (without nursery)
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)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Hayley Farthing
Pupil premium lead	Vicki Nicholls
Governor / Trustee lead	Sapna Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	None
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	None
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>	£87,530

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

Our aim is to use Pupil Premium funding strategically to provide consistently high-quality teaching, a rich and engaging learning environment, and a broad, balanced curriculum that enables every pupil to succeed. We are committed to achieving and sustaining positive outcomes for our disadvantaged pupils while ensuring that all children develop a love of learning, become confident individuals, and are fully prepared for the next stage of their education.

We recognise that socio-economic disadvantage is not always the primary challenge our pupils face. However, assessment and school evidence show that disadvantaged pupils can experience additional barriers which may affect their progress and attainment. These barriers can include:

- Early childhood experiences
- Attendance and punctuality
- Academic attainment
- Speech, language and communication development
- Social, emotional and wellbeing needs
- Limited access to enrichment opportunities

Our strategy is centred on high-quality teaching, which has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. We invest in evidence-informed teaching, a carefully planned curriculum, targeted academic support, and effective pastoral provision to ensure every child can achieve their potential.

Support is carefully tailored through robust diagnostic assessment, ongoing monitoring and a thorough understanding of each pupil's individual needs. Rather than making assumptions based on labels or circumstances, we use a personalised approach to identify barriers to learning and provide timely interventions that have the greatest impact.

Although this strategy focuses on disadvantaged pupils, many of the approaches funded through the Pupil Premium Grant benefit the wider school community. Investment in curriculum development, high-quality teaching, staff professional development, attendance, wellbeing and enrichment opportunities improves outcomes for all pupils while helping to reduce the attainment gap between disadvantaged pupils and their peers.

Through this strategy, we aim for every disadvantaged pupil to:

- Make strong progress from their individual starting points.
- Achieve high standards across the curriculum.
- Develop confident speech, language and communication skills.
- Attend school regularly and engage fully in learning.
- Access a wide range of educational, cultural and extracurricular opportunities, regardless of financial circumstances.
- Feel safe, valued and supported within school.
- Develop resilience, independence and a lifelong love of learning.

We adopt a whole-school approach in which every member of staff shares responsibility for improving outcomes for disadvantaged pupils. Through high expectations, strong relationships and evidence-informed practice, we are committed to ensuring that all pupils, irrespective of their background or the challenges they face, thrive academically, socially and emotionally and leave our school well prepared for Key Stage 2 and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Many disadvantaged pupils begin Reception with speech, language and communication skills below those typically expected for their age. Assessments and observations indicate that some pupils experience difficulties communicating their needs, understanding and using language, engaging in conversations and developing social communication skills, all of which can affect learning across the curriculum.
2	Early Literacy and Phonics Some disadvantaged pupils enter school with lower levels of early literacy development, including limited phonological awareness, vocabulary and early writing experiences. These gaps can impact progress in phonics, reading fluency, comprehension and writing throughout the primary years
3	Social, Emotional and Mental Health (SEMH) Observations and discussions with pupils, families and professionals indicate that some disadvantaged pupils require additional support to

	develop emotional regulation, resilience and positive relationships. Difficulties in these areas can affect readiness to learn, engagement, behaviour and overall wellbeing.
4	Cultural Capital and Enrichment Opportunities Through conversations with pupils and families, we recognise that some disadvantaged pupils have fewer opportunities to access a broad range of cultural, creative and enrichment experiences outside school. This can impact vocabulary development, aspirations, confidence and background knowledge that supports learning across the curriculum.
5	Attendance and Punctuality Attendance data indicates that rates of persistent absence are higher for some disadvantaged pupils than for their peers. Reduced attendance and punctuality limit access to high-quality teaching, hinder academic progress and can affect pupils' wellbeing, confidence and sense of belonging within the school community.

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
Speech, Language and Communication Disadvantaged pupils develop strong, age-appropriate speech, language and communication skills, enabling them to communicate confidently, engage effectively in learning and access the full curriculum	- Assessment evidence demonstrates sustained improvement in disadvantaged pupils' speech, language and communication skills. - Disadvantaged pupils, including those with EAL, develop the vocabulary and language skills needed to communicate confidently and effectively in English and access learning across the curriculum. - Disadvantaged pupils participate confidently and effectively in classroom discussions, interactions and learning activities. - An increased proportion of disadvantaged pupils achieve the expected level in the Early Years Foundation Stage area of Communication and Language. - EAL pupils make strong progress in developing their understanding and use of English, enabling them

	to access the curriculum and demonstrate their learning with increasing confidence.
Early Literacy and Phonics Disadvantaged pupils develop strong and secure foundations in early reading and writing, enabling them to make accelerated progress from their individual starting points and achieve increasingly well against age-related expectations.	• Disadvantaged pupils develop secure early reading, phonics and writing skills, enabling them to make strong progress from their individual starting points. • The attainment gap between disadvantaged pupils and their peers in reading and writing is reduced across all year groups. • The proportion of disadvantaged pupils making at least expected progress from their starting points in reading and writing increases. • An increased proportion of disadvantaged pupils achieve the expected standard in the Year 1 Phonics Screening Check. • Disadvantaged pupils who do not meet the expected standard in phonics in Year 1 receive effective additional support and make accelerated progress towards age-related expectations.
Social, Emotional and Mental Health (SEMH) Disadvantaged pupils develop emotional resilience, self-regulation and positive behaviours, enabling them to engage confidently and successfully in learning and make strong progress from their individual starting points.	• Disadvantaged pupils develop improved emotional regulation and resilience, enabling them to be ready to learn and engage positively in school. • Behaviour incidents involving disadvantaged pupils reduce over time, with pupils increasingly able to manage their emotions and behaviour effectively. • Pupil voice demonstrates that disadvantaged pupils feel safe, valued and supported in school.
Cultural Capital and Enrichment Opportunities Disadvantaged pupils access and engage in a broad range of educational, cultural and enrichment experiences that broaden their horizons, raise aspirations and support their academic, social and personal development.	• All disadvantaged pupils have access to and participate in a broad range of educational visits, clubs and enrichment opportunities. • Financial barriers are addressed so that no disadvantaged pupil is prevented from participating in educational, cultural or enrichment experiences.

	- Disadvantaged pupils demonstrate increased confidence, curiosity and engagement, both in and beyond the classroom. - Disadvantaged pupils develop broader experiences, aspirations and cultural awareness through participation in enrichment opportunities.
Attendance and Punctuality Disadvantaged pupils improve their attendance and reduce levels of absence, enabling them to access high-quality teaching consistently and make sustained progress in their learning.	- Overall attendance for disadvantaged pupils improves year on year and the gap with non-disadvantaged pupils narrows. - The proportion of disadvantaged pupils who are persistently absent reduces year on year. - An increasing proportion of disadvantaged pupils attend school regularly and arrive punctually, ensuring consistent access to learning. - Improved attendance is reflected in stronger engagement, progress and attainment.

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: Contribution towards £124, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Learning support assistant in all Reception and KS1 classes. Providing targeted pastoral and academic support,	Our school's approach combines strong relationships, high-quality teaching and targeted intervention to remove barriers to learning. Tom Sherrington's work on Great Teaching emphasises the importance of positive relationships, clear routines and responsive teaching. The Education Endowment	1 2 3 4 5

responding to pupils' individual needs and removing barriers to learning. • A purposeful, practical and language-rich curriculum is delivered through a continuous provision environment, supporting pupils to develop independence, communication, vocabulary and engagement.	Foundation (EEF) identifies high-quality teaching, targeted academic support and approaches that develop language and vocabulary as key strategies for improving outcomes for disadvantaged pupils. Our teaching is delivered through purposeful, well-planned continuous provision, informed by evidence-based early years practice. Continuous provision provides opportunities for pupils to revisit, practise and apply learning through purposeful experiences, supported by skilled adult interaction and explicit teaching. This approach promotes language development, independence and engagement while enabling adults to respond to pupils' individual needs.	
Improving SEMH • ELSA supervision and targeted support to develop pupils' emotional literacy and self-regulation. • Zones of Regulation to support pupils to recognise, understand and manage their emotions. • Solihull Approach training to strengthen staff understanding of attachment, relationships and emotional wellbeing. • Access to support and	The Education Endowment Foundation (EEF) highlights the importance of social and emotional skills in supporting disadvantaged pupils' wellbeing, behaviour and academic attainment. Evidence suggests that approaches which develop emotional literacy, self-regulation and positive relationships can improve pupils' engagement and readiness to learn. Early identification and intervention are particularly important in addressing emerging SEMH needs before they become barriers to learning, helping pupils to develop the skills and resilience needed to engage positively with school and achieve well.	3 5

advice from a Mental Health Nurse to promote early identification and appropriate support for pupils' mental health and wellbeing.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily precision teaching and pre-teaching are used to address identified gaps, develop core knowledge and vocabulary.	Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasises the importance of teaching that is closely matched to a learner's current level of understanding, while providing appropriate challenge and support to move learning forward. Precision teaching and pre-teaching enable staff to identify and target specific gaps, ensuring that learning is carefully matched to pupils' individual needs. Precision teaching also draws on the Haring and Easton learning hierarchy, supporting KS1 pupils to develop accuracy and have solid foundations.	1 2
Targeted phonics intervention is provided for disadvantaged pupils and those in the lowest 20% of attainment to close gaps in phonics knowledge and support improved reading outcomes. Daily precision teaching is delivered by the class teacher	The Education Endowment Foundation (EEF) identifies systematic, high-quality phonics teaching as an important component of early reading, particularly for disadvantaged pupils. Phonics should be carefully matched to pupils' knowledge and needs to develop accurate and fluent word reading. Ehri's research demonstrates the importance of systematic phonics in developing word-reading and wider literacy skills. The Rose Review (2006) and	2

or teaching assistant, with progress monitored regularly to ensure support is responsive to pupils' individual needs.	National Reading Panel also provide strong evidence for systematic phonics teaching and targeted support for pupils who experience difficulties with early reading.	
Disadvantaged pupils in Year 2 who did not meet the expected standard in the Year 1 Phonics Screening Check have additional daily opportunities to read.	These regular reading opportunities develop fluency, accuracy, vocabulary and confidence, while promoting enjoyment and positive attitudes towards reading. The National Literacy Trust highlights the significant benefits of regular reading with children, including developing vocabulary, confidence, enjoyment and positive attitudes towards reading.	2

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Small groups and one to one sessions	Developed by Sheila Burton and supported locally by the Bristol Educational Psychology Service, ELSA (Emotional Literacy Support Assistant) provides structured, short-term interventions informed by psychological approaches to support pupils' emotional and social development. Sessions are tailored to individual needs and aim to develop emotional literacy, self-regulation, positive relationships and readiness to learn.	3
Play therapy One to one sessions	Research by Garry Landreth highlights the value of play therapy in providing a safe space for children to express emotions, develop self-regulation and build confidence, supporting positive relationships and engagement in learning	3

Parent Engagement • Bug Club and DoodleMaths apps Support reading and maths practice at home. • Parent workshops and guidance: Equipping families to support their children at home. • Open communication: Supports early conversations around attendance, attainment, behaviour and wellbeing. • Parent and SEND ILP meetings: Enable families to contribute to identifying needs, setting priorities and reviewing progress. • <i>ClassDojo:</i> Provides two-way communication, sharing photos and updates on children's learning, with translation available where needed. • Sharing Shelf: Provides food and essential items, with food bank vouchers available to	Our strategy recognises the different needs and circumstances of families and the barriers that may affect their engagement with their child's learning and school life. We aim to build trusting relationships with families and provide practical support where needed, Research from the Education Endowment Foundation (EEF) highlights the positive impact of parental engagement on pupils' learning and attainment, particularly when schools work in partnership with families to support learning at home. Building positive, trusting relationships with parents and carers therefore forms an important part of our approach to improving outcomes for disadvantaged pupils.	3 4 5
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families where needed, helping to reduce financial barriers.		
Wrap around care • Free breakfast club: Provides disadvantaged pupils with a healthy breakfast and a positive start to the school day. • Free extended after-school provision: Provides a safe, supportive environment, a hot meal and opportunities that promote wellbeing and engagement. • Free holiday club: Provides enrichment, social opportunities and healthy meals, reducing the impact of holiday hunger.	Research by the Institute for Fiscal Studies (IFS) found that providing free school breakfasts in disadvantaged primary schools can improve attainment, with gains linked to improved behaviour and concentration. Ensuring pupils start the day well-fed supports their emotional wellbeing, readiness to learn and sustained progress. Research by Stretesky et al. suggests that holiday clubs can support children's emotional wellbeing by providing safe, supervised environments, positive relationships and opportunities to participate in high-quality enrichment activities. They also provide disadvantaged pupils with opportunities to try new experiences, develop confidence and social skills, and access activities they may not otherwise experience. Providing healthy cooked meals during the holidays can also help reduce the impact of holiday hunger and support pupils' wellbeing.	3 4 5
Early Years Provision • Funded two-year-old places (4) Provide early access to Nursery for eligible disadvantaged children, supporting development from an early age. • Free 30-hour Nursery places: Support vulnerable	The Early Intervention Foundation (EIF) highlights the early years as a critical period for children's development, particularly for language, cognitive and social-emotional skills. Early identification and intervention can help address1 emerging gaps before they become more difficult to overcome. Providing disadvantaged children with access to high-quality early education therefore helps to reduce barriers, strengthen school readiness and support positive long-term outcomes.	1 2 3 4 5

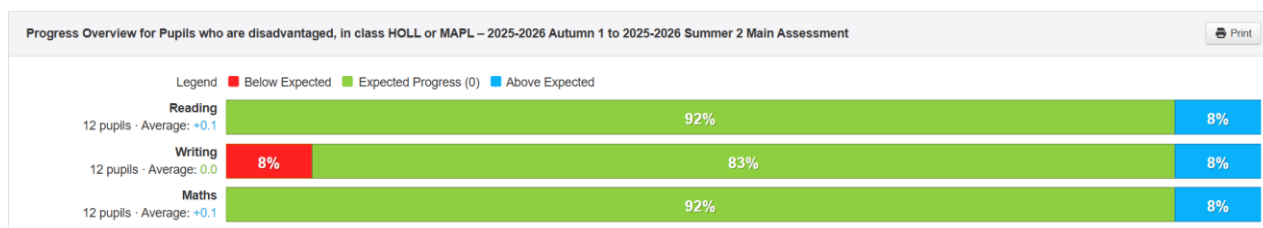
disadvantaged children to access high-quality early education.		
Enrichment Priority placement: Disadvantaged pupils are prioritised for school clubs and enrichment opportunities. Funded opportunities: Additional clubs, educational visits and trips are funded for disadvantaged pupils to remove financial barriers and ensure equal access to experiences.	Research from the Nuffield Foundation highlights the potential for extracurricular activities to support attainment and help reduce gaps for disadvantaged pupils. The Department for Education (DfE) recognises the value of first-hand experiences in supporting children's learning and understanding. The Education Endowment Foundation (EEF) also highlights the importance of providing disadvantaged pupils with access to enriching experiences that broaden their knowledge, experiences and opportunities.	4 5

Part B: Review of the previous academic year

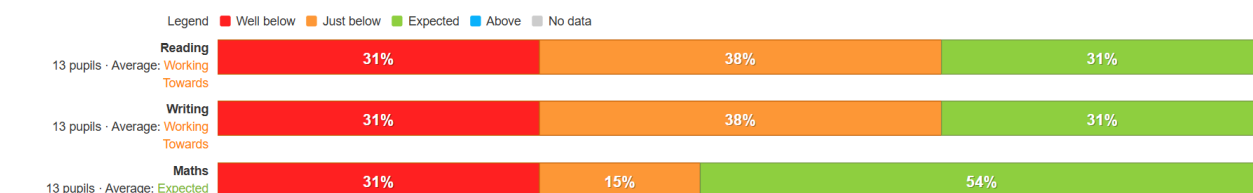
Outcomes for disadvantaged pupils

Year 1

Progress



Attainment



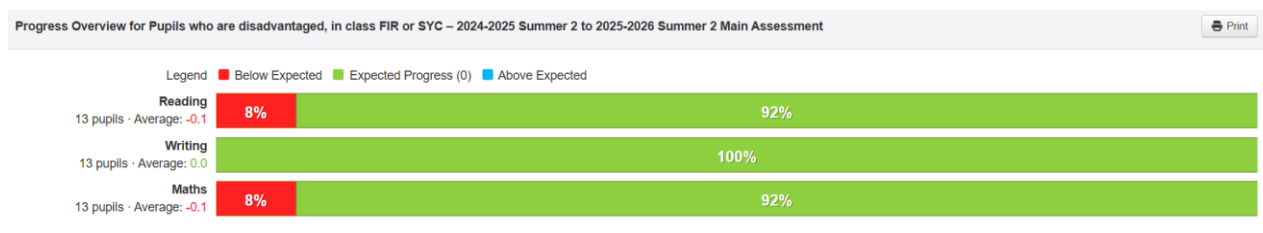
Phonics screener

6 pupils disadvantaged pupils passed- all scored 36 and above (see termly phonics tracking showing accelerated progress for 3 out of 6 pupils)

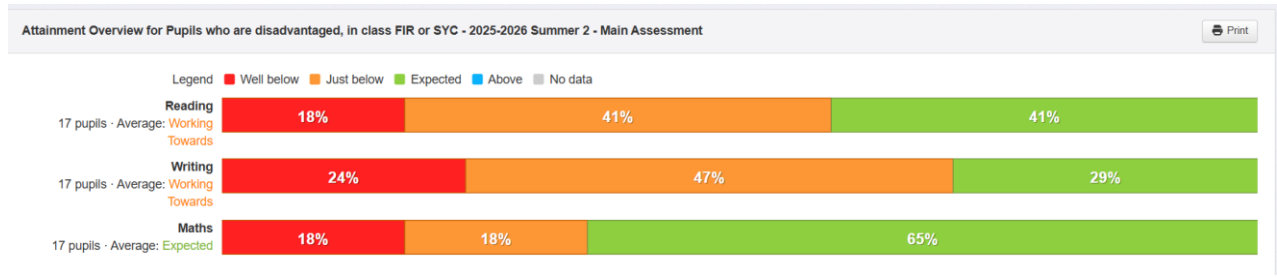
7 disadvantaged pupils did not pass. Important to note that these 6 of the 7 pupils are all on the SEN register. 1 of the 7 has an EHCP, 1 of 7 is under a EHCPN. 1 of the 7 joined our school the week of the assessment with limited English. These children will continue to receive targeting intervention and tracking to ensure they pass Year 2 resit.

Year 2

Progress



Attainment



Phonics resits

12 disadvantaged children had to retake their phonics screener. Important to note 6 on SEN register (2 have an EHCP), 2 children have English as an additional language. 1 child SEN/ EAL

9 Disadvantaged children passed screener in Year 2 (see termly phonics tracking showing progress)

3 disadvantaged children did not pass their phonics screener in Year 2. All children are on the SEN register. 1 of the children is under a child protection plan. 1 of the children has an EHCP and is joining specialist provision to begin Year 3. 1 child SEN/ EAL (see termly phonics tracking showing progress)

