Broadway Junior School
Pupil Premium Strategy Statement 2024 – 2027

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 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	Broadway Junior School
Number of pupils in school	2024 - 2025 = 234 2025 - 2026 = 228 2026 - 2027 =
Proportion (%) of pupil premium eligible pupils	2024 - 2025 = 48% 2025 - 2026 = 50% 2026 - 2027 =
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David Walton-Jonas, Headteacher
Pupil Premium Leads	David Walton-Jonas, Headteacher Nicola Walker, Deputy Headteacher
Governor Lead	Rebecca Petrie

Funding Overview

Detail	2024 - 2025	2025 - 2026	2026 - 2027
Pupil premium funding allocation this academic year	£186,200	£181,565	
Recovery premium funding allocation this academic year	£4,133	0	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	
Total budget for this academic year	**£190,133**	**£181,565**	

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Broadway, our ultimate aim continues to be that we maximise the potential and life chances of each and every child, firstly by their access to quality teaching and learning opportunities, but by also ensuring that we enrich their lives through their participation in a diverse range of social and cultural experiences which are embedded in the school's day to day curriculum; these serve as a means of raising future aspirations and building character.

We firmly believe that education is a continuum and strive to equip each child, irrespective of their background, with the necessary fluency in reading, writing and mathematics, along with high levels of confidence and motivation, to prepare them for success at secondary level and beyond.

The challenges faced by all vulnerable pupils, including those who have a social worker, are known to Social Care and/or are young carers, will be considered, regardless of whether they are disadvantaged or not. Providing support for attendance, behaviour and special educational needs aims to improve outcomes for all pupils.

Pupil premium funding will be utilised strategically, using a tiered approach, so that high quality teaching, targeted academic support and a range of wider strategies (detailed throughout) are funded to improve outcomes for everyone at Broadway Junior School.

Staff, at all levels, will have the opportunity to further develop their skills in assessment and the teaching of basic skills, in order to deliver accurate interventions effectively.

Wellbeing is at the heart of everything we do at Broadway and is one of our core values. We understand that children need to be present, happy and settled in order for effective learning to take place. We believe that maintaining a successful link with our families and by providing support to them, in addition to our children, is a key contributing factor in academic success, particularly for disadvantaged children.

Challenges

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

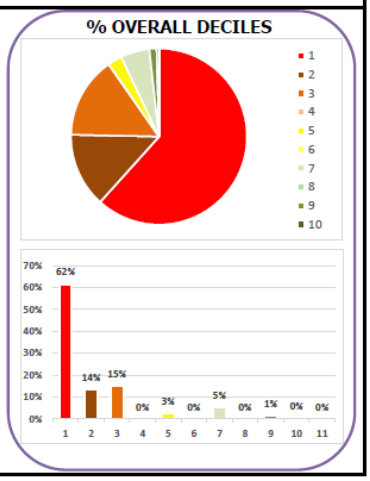
<table>
<tr><th>Challenge</th><th>Detail</th></tr>
<tr><td>1</td><td>Year 4 (2025-2026) have been heavily impacted by high mobility in 2024-2025 and have subsequently increased significantly re. SEND need during that time (14% - 8 children – on entry vs 25% - 14 children – EOY3). A wide scope of social and emotional needs, including academic deficits, mean that class sizes impact the level of support the class teacher can give to each child when supporting their development and individual needs. Staffing plans need careful consideration to negate this as they approach end of key stage assessments.</td></tr>
<tr><td>2</td><td>The high percentage of SEND children (Whole School - 26%), particularly in 'Cohort 2028 and 2029', requires additional teaching support in order to provide these children the support and intervention required for them to succeed both socially and academically.</td></tr>
<tr><td>3</td><td>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</td></tr>
<tr><td>4</td><td>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by ACEs to a greater extent than for other pupils – 23% of our pupils have been known to children's services at some stage. Due to their lived experiences, in many cases this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects. 62% of our school's population live in the top 10% of most deprived areas nationally. 37% live within the top 5%. 75% of our school's population live in the top 10% most deprived areas nationally in relation to Health. 54% live in the top 5%.

OVERALL DEPRIVATION DOMAIN

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	10% Most Deprived	1 to 3,376	140	62%	1441
2	10% to 20%	3,377 to 6,751	31	14%	4004
3	20% to 30%	6,752 to 10,127	34	15%	7775
4	30% to 40%	10,128 to 13,502	0	0%	
5	40% to 50%	13,503 to 16,878	6	3%	14384
6	50% to 60%	16,879 to 20,253	0	0%	
7	60% to 70%	20,254 to 23,629	12	5%	22344
8	70% to 80%	23,630 to 27,004	0	0%	
9	80% to 90%	27,005 to 30,380	3	1%	28784
10	10% Least Deprived	30,381 to 33,755	1	0%	31455
		UNKNOWN	0	0%	
		TOTAL	227	14.2%	4680

Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	OVERALL %	Avg. Rank
1	5% Most Deprived	1 to 1,688	83	37%	1004
	6% to 10%	1,689 to 3,376	57	25%	2076
2	10% to 15%	3,377 to 5,063	29	13%	3903
	16% to 20%	5,064 to 6,751	2	1%	5462
3	20% to 25%	6,752 to 8,439	29	13%	7535
	26% to 30%	8,440 to 10,127	5	2%	9168


</td></tr>
<tr><td>5</td><td>Pupils demonstrate difficulties in relation to their social, emotional and mental health. For many PP pupils, this causes attendance issues and highlighting, in some cases, that parents require support themselves.

Additionally, pupils require support in relation to independent self-regulation skills).</td></tr>
<tr><td>6</td><td>Lack of enrichment opportunities and experiences affect disadvantaged pupils' social skills, confidence and attainment.</td></tr>
<tr><td>7</td><td>Nationally, school absence rates have increased - our attendance data over the last three years indicates that attendance amongst disadvantaged pupils is lower than non-</td></tr>
</table>

	disadvantaged. There is a slight increase in the differences between PP and Non-PP over this time period.

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
Improved attainment in reading, writing and maths amongst disadvantaged pupils at expected and high standards.	Consistently, end of KS2 outcomes show that the gap between disadvantaged and non-disadvantaged is diminished.
An improvement in basic skills (reading, writing and mathematics) among disadvantaged pupils.	• Improved phonics knowledge among the lowest 20% of children. • Improved quality of work within pupils' books, following the implementation of a consistent handwriting scheme. • Maintained improvements in Y4 MTC. • Pupils, who receive reading support, show an increased reading age over time.
High quality teaching and assessment in all year groups.	• Through effective CPD, every subject is taught well. Assessments show that children know more, remember more and can do more. The schools marking and feedback approach is well-embedded and supplements teachers' formative assessments/next steps in planning. • Targeted support/intervention is carried out quickly, following effective diagnostic assessments. • Support staff are used effectively and strategically.
Achieve and sustain improved attendance and reduced persistent absenteeism, particularly for disadvantaged pupils.	The school prioritises, and supports, good attendance for all. Strong support is available with a focus on very vulnerable groups (particularly those who are SEND and PP). • The percentage of all pupils who are persistently absent reduces over time with demonstrable impact for PP children. • The difference between disadvantaged pupils vs non-disadvantaged pupils (PA) reduces over time. • Overall absence for all pupils is less than 5%.
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils, including increased levels of resilience, motivation and developing a healthy lifestyle.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Access to health and wellbeing services via the school's curriculum offer/extended services.
Outcomes for SEND children, particularly those who are disadvantaged pupils, are strong.	External specialists are utilised effectively and the strategies/support they provide enables SEND children to make progress – socially, emotionally and academically. SEND children, particularly those who are disadvantaged, demonstrate clear progress in reading, writing and maths by the end of KS2.

Activity

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

Teaching

2024-2027 budgeted cost = £75,500

2025-2026 budgeted cost = £65,000

2026-2027 budgeted cost = £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in Year 6. *3 classes of max. 20.*	Reducing class sizes has a small positive impact if numbers are reduced by 8-10 pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. EEF Toolkit – Reducing class size	1
Purchase of standardised diagnostic assessments (Test Base, Literacy Gold and RWI Phonics Assessments). Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF – Diagnostic Assessment	1, 2, 3, 4
Purchase further resources to support the teaching of phonics (Read Write Inc. books). ***Supplemented by Westgarth English Hub - £6,000***	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF – Phonics	3

Enhancement of teaching, and assessment, in all curriculum areas, particularly reading, writing and maths. *(Utilising formative assessments effectively through a revised marking and feedback approach.)* Fund teacher release to access relevant CPD. *(Maths Lead – NPQ)*	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. EEF – Effective Professional Development EEF – Embedding Formative Assessment EEF – Teacher Assessment in Primary Science (Focus4TAPS) EEF – Maths Mastery	1, 2, 3, 4

Targeted Academic Support

2024-2027 budgeted cost = £40,000

2025-2026 budgeted cost = £76,500

2026-2027 budgeted cost = £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support, including after school provision, will be made available for disadvantaged pupils.	Evidence shows that small group tuition is effective in targeting specific needs and knowledge gaps and can be an effective method to support low-attaining pupils or those falling behind. EEF – Small group tuition	4
SENDCo release to support the identification and escalation of the graduated response, where required. This will allow dedicated time to support, and develop, intervention strategies across the school with a focus on mental health/wellbeing where required.	In-school assessments and observations over time have shown that some our SEND pupils require high quality, structured, targeted interventions to make progress. EEF – SEN in Mainstream Schools	2

Fund CPD for teaching assistants to increase effectiveness of targeted interventions in phonics and maths.	Evidence shows that TAs can provide effective structured interventions when they have received training. Adaptive teaching approaches, within the main classroom, allows TAs to support pupils where and when the need arises. EEF – Making Best Use of TAs EEF – Special Educational Needs in Mainstream School	3, 4
Improve access to technology across the school with significant investment.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. EEF – Using Digital Technology to Improve Learning	4

Wider Strategies

2024-2027 budgeted cost = £74,000

2025-2026 budgeted cost = £40,000

2026-2027 budgeted cost = £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance guidance, including pupil rewards.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE – Working Together to Improve School Attendance	7
Providing an effective home-school link, including support for parents at home and pupils at school (with regard to attendance, routines, behaviour and attitudes), through the appointment of a Pastoral Support Officer.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF – Parental engagement DFE Attendance Toolkit for Schools	5
Commissioning external specialists to provide support, strategies and intervention for pupils who make little or no progress, such as: Educational Psychologist, Alternative Provision	Principles set out in the SEND Code of Practice (Section 6 Involving Specialists). SEND Code of Practice	2
Building 'character' and enhancing life skills, enrichment and aspirations, through planned experiences outside of school. *At least 3 visits per year, per class including whole school visits and visitors (e.g. Panto,*	There is growing evidence that the skills of: self-control, confidence, social skills, motivation and resilience are important to children's later outcomes. EEF – Life skills and enrichment	6

External visitors re. curriculum enhancements)		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

2024-2025 budgeted cost = £189,500

2025-2026 budgeted cost = £181,500

2026-2027 budgeted cost = £

Part B: Review

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the **2024 to 2025 academic year.**

DISADVANTAGED: NC YEAR BREAKDOWNS

NC Year	Female	Male	Total (PP & Census)	Finance	Total (PP only)
3	15	10	25	£30,650	22
4	13	19	32	£48,430	32
5	15	18	33	£49,195	33
6	16	15	31	£50,260	30
Other	0	0	0	£0	0
Unknown	3	0	3	£4,545	3
Total	62	62	124	£183,080	120

As the Y6 cohort in 2025 had a large proportion of SEND (32%), PP funding was allocated to an additional teacher in Year 6 where the cohort (58 pupils – 29 Disadvantaged) were placed into 3 separate, full time classes. 10 pupils within the cohort were both SEND and Disadvantaged. This allowed for reduced ratios of support and increased teaching capacity to target gaps in learning. Given their starting points, and the impact of COVID-19 on this cohort, leaders recognised the requirement to diminish differences in the short time that was available to them. Overall cohort outcomes have been analysed excluding SEND pupils, below. The remaining 39 pupils' outcomes reflect a different overall picture.

NON-SEND outcomes = 39 pupils

	EXS+ vs Cohort Overall / (Nat)	GDS vs Cohort Overall
Reading	82% vs 67% (75%)	31% vs 26%
Writing	90% vs 69% (72%)	10% vs 9%
Maths	85% vs 72% (74%)	28% vs 21%
GPS	82% vs 69% (73%)	21% vs 16%
CRWM	69% vs 55% (62%)	5% vs 5%

BJS Disadvantaged Outcomes			
	2023 **(Non-Disadvantaged) / Nat**	**2024** **(Non-Disadvantaged) / Nat**	**2025** **(Non-Disadvantaged) / Nat**
Reading	EXS + = 60% (74.1%) 60% (78%) Gap = -14.1% High = 16.7% (37%) Gap = -20.3%	EXS + = 69.6% (80%) 62% (80%) Gap = -10.4% High = 30.4% (16.7%) Gap = +13.7%	EXS + = 62.1% (72.4%) 63% (81%) Gap = -10.3% High = 24.1% (31%) Gap = -6.9%
Writing	EXS + = 73.3% (77.8%) 58% (77%) Gap = -4.5% High = 3.3% (18.5%) Gap = -15.2%	EXS + = 65.2% (83.3%) 58% (78%) Gap = -18.1% High = 4.3% (13.3%) Gap = -9%	EXS + = 65.5% (72.4%) 59% (78%) Gap = -6.9% High = 3.4% (13.8%) Gap = -10.4%
Maths	EXS + = 50% (81.5%) 59% (79%) Gap = -31.5% High = 0% (25.9%) Gap = -25.9%	EXS + = 69.6% (90%) 59% (79%) Gap = -20.4% High = 8.7% (16.7%) Gap = -8%	EXS + = 62.1% (82.8%) 61% (80%) Gap = -20.7% High = 17.2% (31%) Gap = -13.8%
Combined	EXS + = 43.3% (70.4%) 44% (66%) Gap = -27.1% High = 0% (11.1%) Gap = -11.1%	EXS + = 52.2% (73.3%) 46% (67%) Gap = - 21.1% High = 0% (10%) Gap = -10%	EXS + = 48.3% (62.1%) 47% (69%) Gap = -13.8% High = 3.4% (6.9%) Gap = -3.5%
Notes	*Newly appointed Headteacher in September 2023.	*Newly appointed SENDCo in April 2024. *DHT deployment into Y6 cohort – AM sessions including booster sessions for vulnerable pupils. Reading gap at EXS + between disadvantaged vs. non-disadvantaged has **decreased** by 3.7% since 2023 outcomes. Writing gap at EXS + between disadvantaged vs. non-disadvantaged has **increased** by 13.6% since 2023 outcomes. There has been a school improvement focus on outcomes in mathematics. Overall outcomes are now in line with, or above, national outcomes. Maths gap at EXS + between disadvantaged vs. non-disadvantaged has **decreased** by 11.1% since 2023 outcomes.	*Deployment of an additional full time teacher including booster sessions for vulnerable pupils. Class sizes approx. 20. Reading gap at EXS + between disadvantaged vs. non-disadvantaged has **decreased** by 3.8% since 2023 outcomes. Writing gap at EXS + between disadvantaged vs. non-disadvantaged has **increased** by 2.4% since 2023 outcomes. However, following remedial actions for Y6 in 2024-2025, **differences have been diminished** since 2024 outcomes where the gap had risen to 18.1%. There has been a school improvement focus on outcomes in mathematics. Overall outcomes are now in line with, or above, national outcomes. Maths gap at EXS + between disadvantaged vs. non-disadvantaged has **decreased** by 13.3% since 2023 outcomes.

Year 4 MTC outcomes:

Overall, our outcomes have increased significantly year on year since 2023. Standards have risen at pace allowing children to thrive in their multiplication recall. Disadvantaged outcomes in 2025 were slightly above overall figures (+1%) whilst average scores achieved by disadvantaged pupils at Broadway were higher in 2025 than national and local scores. The school's overall outcomes are in the top 20% of all schools nationally – 19th percentile.

	MTC Check '23	National Averages	MTC Check '24	National Averages	MTC Check '25	National Averages
Av Score	18.07	20.2	21.2	20.6	23 Dis – 23.4	21 Dis – 19.3 Dis – 20.7 (LA)
% (20+)	44% Dis – 45%	-	70% ↑ Dis – 56% ↑	-	84% ↑ Dis – 85% ↑	-
% (25)	20% Dis – 19%	29%	38% ↑ Dis – 34% ↑	34%	54% ↑ Dis – 55% ↑	37%

Subsequent impact on Y6 mathematics outcomes:

From their starting points, and compared to their MTC outcomes in Y4 (2023), KS2 maths outcomes for disadvantaged pupils shows improvement throughout UKS2. Following a change in the school's approach to supporting underachievement (and with consideration given to lesson design within mathematics), this led to 62% of disadvantaged pupils achieving the expected standard in maths, or above. Whilst the gap between this group vs non-disadvantaged remains at 20.7%, we have been able to increase the number of children within the 2025 cohort who have better mathematical fluency and automaticity during their time in Y5 and 6. Maths gaps at EXS + between disadvantaged vs. non-disadvantaged has **decreased** by 13.3% since 2023 outcomes.

Attendance:

	PP Attendance %	Non-PP Attendance %	PP Gap
2022-2023	91.78%	95.14%	- 3.36% ↑ **0.22%**
2023-2024	91.66%	95.18%	- 3.52% ↑ **0.16%**
2024-2025	92.3%	95.52%	- 3.22% ↓ **0.3%**

Overall attendance in 2024-2025 increased by 1% vs 2023-2024. Persistent absence in 2024-2025 was the lowest that the school had seen in some time – 14.4%. This represents a decrease of 3.63% (2023-2024 = 18.03% / 2024-2025 = 14.4%). In turn, Disadvantaged attendance outcomes in 2024-2025 has started to show a decline in the gaps noted between Dis vs. Non.

Curriculum, health and wellbeing:

Year 3 have engaged in Walk Wise.

Year 5ES attend weekly swimming sessions at Sandhill View.

The Healthy Heads Team have coordinated workshops across the year. We have celebrated Children's Mental Health Week and our Healthy Heads Team has helped us to promote this further. We dedicated a day to this important area, known as Wellness Wednesday. We have future plans to make this a permanent feature of the school's practice.

The school has recognised World Mental Health Day promoting and highlighting the importance of wellbeing for all. In addition, children have recognised Anti-Bullying Week.

The School Nurse is booked to deliver workshops across the school, throughout the year. Workshops include opportunities for pupils to access key messages re. dental hygiene (LKS2) and vaping (UKS2).

Interfaith Workshops have taken place with children across the school meeting people with different faiths.

Martin Bailey, Animate2Educate, has supported our Safer Internet Day activities via Now>Press>Play activities for Year 3 and Year 4.

Fire Education and Prevention Team to deliver an assembly to the whole school.

We have linked with the Foundation of Light, Sunderland University and Sunderland College to help raise pupil aspirations.

Year 6 visited Safety Works which raised their understanding of key safety messages within the local community.

Our curriculum has been recognised and rewarded in the following ways:

We have achieved:

- International Schools Award
- GOLD Active Schools
- School Games Award
- Primary Science Quality Mark
- Silver Mental Health Charter Mark

External Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars (TTRS)	Maths Circle
Sumdog	Sumdog
Accelerated Reader	Renaissance
Reading Plus	Reading Plus
Purple Mash	2 Simple
Curriculum Development & Progression	Grammarsaurus
RWI Materials	Oxford Owl
Test Base	Doublestruck Ltd
Literacy Gold	Engaging Eyes Ltd