

Broadway Junior School

Pupil Premium Strategy Statement 2024 – 2027 (YEAR 1)



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 = 2026 - 2027 =
Proportion (%) of pupil premium eligible pupils	2024 - 2025 = 48% 2025 - 2026 = 2026 - 2027 =
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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		
Recovery premium funding allocation this academic year	£4,133		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0		
Total budget for this academic year	£190,133		

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.

Challenge	Detail
1	Year 6 (2025) have been heavily impacted by COVID-19 and had subsequently missed many months of 'formal schooling' in their earlier years. 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.
2	The high percentage of SEND children (Whole School - 23%), particularly in 'Cohort 2025', requires additional teaching support in order to provide these children the support and intervention required for them to succeed both socially and academically.
3	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.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by historic partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations core subjects.
5	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).
6	Lack of enrichment opportunities and experiences affect disadvantaged pupils' social skills, confidence and attainment.
7	Nationally, school absence rates have increased - our attendance data over the last three years indicates that attendance amongst disadvantaged pupils is lower than non-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 <u>all pupils</u> who are persistently absent reduces over time with demonstrable impact for PP children. - The difference between <u>disadvantaged pupils vs non-disadvantaged pupils (PA)</u> reduces over time. - Overall absence for <u>all pupils</u> is less than 5%.
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils, including increased levels of resilience and motivation.	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.
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.
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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 = £

2026-2027 budgeted cost = £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in Year 6. <i>3 classes of max. 20.</i>	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).	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.	3

<i>Supplemented by Westgarth English Hub - £6,000</i>	EEF – Phonics	
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 = £

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	In-school assessments and observations over time have shown that some of our SEND pupils require high quality, structured, targeted interventions to make progress. EEF – SEN in Mainstream Schools	2

strategies across the school with a focus on mental health/wellbeing where required.		
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 = £

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. <i>At least 3 visits per year, per class including whole school visits and visitors (e.g. Panto,</i>	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

<i>External visitors re. curriculum enhancements)</i>		
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 = £

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 **2023 to 2024 academic year**.

End of KS2 Outcomes:

Subject	School Disadvantaged Outcomes					Gap to National Non-Dis					Gap to National Dis					Gap to School-Non Dis				
	RWM	R	W	M	GPS	RWM	R	W	M	GPS	RWM	R	W	M	GPS	RWM	R	W	M	GPS
23-24	52.2%	69.6%	65.2%	69.6%	65.2%	-15.2%	-10.1%	-12.4%	-9.8%	-13%	+6.7%	+7.2%	+6.7%	+10.5%	+6.2%	-21.1%	-10.4%	-18.1%	-20.4%	-18.1%
24-25																				
25-26																				

	CRWM	Reading	Writing	Maths	GPS
2023-2024	52.2% of Dis. achieved the expected standard in Reading, Writing & Maths and has increased by 8.9% from 43.3% in 2022/23.	69.6% of Dis. achieved the expected standard in Reading and has increased by 9.6% from 60.0% in 2022/23.	65.2% of Dis. achieved the expected standard in Writing and has decreased by 8.1% from 73.3% in 2022/23.	69.6% of Dis. achieved the expected standard in Maths and has increased by 19.6% from 50.0% in 2022/23.	65.2% of Dis. achieved the expected standard in Grammar, Punctuation and Spelling and has increased by 11.9% from 53.3% in 2022/23.
	BJS gap to Non-Disadvantaged pupils nationally has improved by 7.8% from -23.0% in 2022/23 to -15.2% in 2023/24.	BJS gap to Non-Disadvantaged pupils nationally has improved by 8.2% from -18.3% in 2022/23 to -10.1% in 2023/24.	BJS gap to Non-Disadvantaged pupils nationally has decreased by 8.3% from -4.1% in 2022/23 to -12.4% in 2023/24.	BJS gap to Non-Disadvantaged pupils nationally has improved by 19.4% from -29.2% in 2022/23 to -9.8% in 2023/24.	BJS gap to Non-Disadvantaged pupils nationally has improved by 12.0% from -25.0% in 2022/23, to -13.0% in 2023/24.
	BJS Dis. are in percentile 37 for Reading, Writing & Maths Expected Standard when compared to other schools.	BJS Dis. are in percentile 43 for Reading Expected Standard when compared to other schools.	BJS Dis. are in percentile 43 for Writing Expected Standard when compared to other schools.	BJS Dis. are in percentile 36 for Maths Expected Standard when compared to other schools.	BJS Dis. are in percentile 45 for Grammar, Punctuation and Spelling Expected Standard when compared to other schools.

Disadvantaged Outcomes in Year 4 MTC

	Average Point Score	Full Marks
2023-2024	BJS average point score increased from 18.07 in 2023 (NA = 20.2) to 21.2 for all pupils (NA = 20.6).	Full marks for all pupils rose from 20% in 2023 (9% below NA) to 38% (4% above NA). PP outcomes have risen significantly from 19% in 2023 to 34% in 2024.

Attendance

	Overall Dis. Attendance %	Overall Dis. Absence %	Gap to National Non-Dis	Gap to National Dis	Gap to School Non Dis
2023-2024	91.6%	8.4%	+3.8%	+0.4%	+3.7%
2024-2025					
2025-2026					

	Overall Dis. PA Absence %	Gap to National Non-Dis	Gap to National Dis	Gap to School Non Dis
2023-2024	26.7%	+16.9%	-0.1%	+17.0%
2024-2025				
2025-2026				

2023-2024:

Overall Dis. absence = 8.4% (Percentile 65). Dis PA has decreased by 0.8% vs 2022-23 (Percentile 54).

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
Online Dyslexia Screening Tools/Support	Literacy Gold