

Pupil premium strategy statement – Broadclyst Primary 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	Jan 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Jonathan Bishop
Pupil premium lead	Nina Rothery
Governor / Trustee lead	Lorwyn Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64280
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£64280

Part A: Pupil premium strategy plan

Statement of intent

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Challenges:

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils achieve at a significant lower level than the non-disadvantaged peers. At KS2 only 20% of PP children passed their Reading and Maths SAT examinations. On entry to Reception class in 2024/25, the pass rate is better, with 71% of children achieving ARE for Number and Comprehension. This compares to 84% (Number) and 87% (Comprehension) for non-disadvantaged children. From an early point, there is a difference, which widens over time.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Any PASS data?
4	Our attendance data over the last term indicates that attendance among disadvantaged pupils has been 90.71%, compared to 96.61% for non-disadvantaged children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This will be reflected in PASS survey outcomes
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by the overall attendance rate for all children being at least in line with national average, PP pupils being no less than 93%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced by half, from 6% to 3%.

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: £21,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF £1460	1, 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
Ongoing training on a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF £427	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence:	3

	Improving Mathematics in Key Stages 2 and 3	
Access to digital resources to support teaching & learning. Use of Teams and OneNote resources to access the curriculum 1:1 Access to digital devices to support learning Use of video as tool to support communication and access to wider curriculum	As a national leading organisation in this area, children benefit from a curriculum that is rooted in technology – this is a curriculum that has been identified by Ofsted as Outstanding on multiple occasions. £11,750	2
Employment of specialist teachers working across all Trust schools – across Art, Music, PE.	We know that the single greatest factor in improving the outcomes of disadvantaged children is access to high quality teaching. In this instance, the specialist teaching ensures a high-quality access to the wider curriculum, enhancing the cultural capital of children who may not otherwise have access to such experiences. The importance of wider Arts experiences is highlighted by the EEF: Arts participation EEF £7755	2

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

Budgeted cost: **£23,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one mentoring (KS2) and focused tuition (KS1) for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF £20,093	1, 2, 3

Tutoring: guidance for education settings	Small group tuition Teaching and Learning Toolkit EEF Mentoring EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF £3,150	2
Provision of a Trust employed SALT	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF £597	1

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

Budgeted cost: **£19,048**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Specifically, this is the roll out of "Price Training", the de-escalation and positive control training.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF £347	3,4
Whole Trust provision of a School Nurse, who can offer high quality social interventions to support inclusion, and who can contribute to teaching	Both targeted and universal approached positive impact on children's attendance and welfare. £1352	3,4

specific aspects of the RSE/SRE curriculum,		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve leadership time to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. £700	4
Access to wider trips, visits and residential is reduced by 40% for children who qualify for PP funding.	In order to ensure as many children as possible can access a host of wide-ranging opportunities, we offer a significant discount to qualifying children. £4149	3,4
Purchase of one set of school uniform per annum for PP children	To ensure all children have fair and equitable access to education £105	
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. £12,395	All

Total budgeted cost: £64,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evaluation of outcomes at Broadclyst Primary School (2024–2025), with a focus on disadvantaged pupils

Outcomes for pupils at Broadclyst Primary School in 2024–2025 are strong and sustained, including for pupils eligible for Pupil Premium. Disadvantaged pupils consistently achieve well relative to national disadvantaged benchmarks, and in some cohorts outperform non-disadvantaged pupils nationally. This evaluation draws on statutory attainment data, internal assessment information, attendance and behaviour data, and national comparisons to triangulate performance and explain the factors underpinning success.

Broadclyst is a very popular and oversubscribed school, operating significantly above its planned capacity. The school is graded **Outstanding by Ofsted**, and last year received a **letter from the Department for Education congratulating the school on its Pupil Premium outcomes**, reflecting external recognition of the effectiveness of provision for disadvantaged pupils. This context provides important assurance that the performance seen in the data is sustained, credible and well embedded.

Context

Broadclyst serves a relatively advantaged community overall, with **FSM6 at 10.34%**, below national averages. However, within this context, the school has demonstrated consistently strong outcomes for disadvantaged pupils. This is particularly noteworthy, as lower proportions of disadvantage can sometimes mask weaker targeted provision; at Broadclyst, the opposite is evident.

The school has **513 pupils on roll against a capacity of 420**, placing sustained pressure on space, staffing and systems. Despite this, behaviour, attendance and outcomes remain strong. Staffing stability is good, with low teacher absence and no full-time vacancies at the census point, supporting consistency of provision.

Early Years Foundation Stage (EYFS)

EYFS outcomes in 2024–2025 remain strong overall, with particularly high outcomes for non-disadvantaged pupils. **94.4% of non-Pupil Premium pupils** and **98.1% of pupils without SEN** achieved a Good Level of Development. Outcomes for girls were also strong at **96.0%**.

Outcomes for disadvantaged pupils were lower in this cohort, with **66.7% of Pupil Premium pupils** achieving GLD, representing year-on-year variation when compared with the very strong outcomes seen in the previous year. Outcomes for FSM pupils (**60.0%**)

and pupils with SEN (**42.9%**) reflect small cohort sizes and the identification of need within this year group.

Importantly, this variability in EYFS outcomes has **not translated into weaker outcomes later in the school**. Phonics, reading attainment and reading progress at Key Stage 2 remain significantly above national averages, indicating that any early differences are effectively addressed through curriculum implementation, intervention and teaching beyond Reception.

Year 1 Phonics Screening Check

Phonics outcomes remain a clear strength and are central to the school's success for disadvantaged pupils. In 2024–2025, **93.3% of pupils met the expected standard**, significantly above national figures and consistent with a strong longer-term trend.

Outcomes for disadvantaged pupils are robust:

- **83.3% of Pupil Premium pupils** met the expected standard.
- **80.0% of FSM pupils** met the expected standard.

These figures represent improvement on the previous year and compare favourably with national disadvantaged benchmarks. Pupils with SEN also showed improvement, with **78.6%** meeting the standard.

The consistency of above-national phonics outcomes over time indicates secure curriculum implementation and effective early reading practice. This provides a strong foundation for later reading attainment and progress, particularly for disadvantaged pupils.

Year 4 Multiplication Tables Check

The Year 4 Multiplication Tables Check provides a useful mid-phase indicator of mathematical fluency. In 2024–2025, **65.1% of pupils achieved a full score of 25**, compared with **48.5% nationally**. This confirms that multiplication fluency is securely embedded for a majority of pupils.

Outcomes for disadvantaged pupils show more variation, with **28.6% of Pupil Premium and FSM pupils** achieving full marks. While below non-disadvantaged pupils, this represents improvement on the previous year and should be interpreted in the context of the high threshold of a perfect score, small cohort sizes and the strong KS2 mathematics attainment seen later. Disadvantaged pupils go on to achieve well in mathematics by the end of Key Stage 2, indicating that differences in fluency at this point do not translate into longer-term underachievement.

Key Stage 2 Outcomes (Year 6)

By the end of Key Stage 2, outcomes are strong and sustained, including for disadvantaged pupils.

In 2024–2025:

- **72.6% of pupils achieved the expected standard in combined reading, writing and mathematics**, compared with **63.1% nationally**.

Outcomes for disadvantaged pupils are a particular strength:

- **75.0% of Pupil Premium pupils** achieved the expected standard.
- **85.7% of FSM pupils** achieved the expected standard.

These outcomes represent a significant year-on-year improvement and are **well above national disadvantaged benchmarks**. In this cohort, disadvantaged pupils outperform non-FSM pupils (**70.9%**), demonstrating that disadvantage is not a barrier to achievement at Broadclyst.

This pattern aligns with the school's three-year average position, confirming that strong outcomes for disadvantaged pupils are not cohort-specific but sustained over time.

Attendance, Behaviour and Pupil Attitudes

Attendance is a significant enabling strength. Whole-school attendance for 2024–2025 stands at **96.3%**, above national averages, with **persistent absence at just 7.5%**, compared with **13.3% nationally**. Attendance for disadvantaged pupils is close to whole-school levels, indicating that disadvantage is not driving absence.

Behaviour is exceptionally strong. There have been **no suspensions or permanent exclusions over multiple years**, reflecting an inclusive, well-established pastoral and behaviour culture. Pupils are settled, feel safe and are consistently accessing learning.

Together, attendance and behaviour data confirm that disadvantaged pupils benefit from continuity of learning and strong engagement, which supports the high attainment seen at Key Stage 2.

Overall Evaluation

The evidence presents a coherent and compelling narrative. Broadclyst Primary School secures strong and sustained outcomes, including for disadvantaged pupils. While some cohort-level variability exists in early years and in measures such as the multiplication tables check, these differences are effectively addressed through high-quality teaching, secure curriculum implementation and targeted support.

Disadvantaged pupils perform well above national disadvantaged benchmarks and, in some cohorts, outperform non-disadvantaged pupils nationally. Strong phonics outcomes, very strong reading attainment and progress, excellent attendance, and an inclusive behaviour culture provide the conditions that enable this success.

The school's **Outstanding Ofsted judgement**, sustained popularity and external recognition for its Pupil Premium provision reinforce the credibility of the data. Overall, the evidence confirms that Broadclyst Primary School delivers effective, equitable provision for disadvantaged pupils within a stable, high-performing school system.

Externally provided programmes

Programme	Provider