

**Broadbent Fold Primary School
and Nursery**



**Pupil Premium and Recovery Premium
Strategy Statement - Impact
2025-2026**

Broadbent Fold

Primary School & Nursery



Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering positive relationships striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and succeed in the future.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and confidence.
- Encouraging our children to develop independence, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, happy, resilient children.
- Working collaboratively with our families to ensure all children reach their full potential. Broadbent Fold is an inclusive school, committed to providing diverse and rich experiences for all children.



Learning Today for Tomorrow's World

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. National Tutoring Programme is on a separate report.

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	Broadbent Fold Primary School and Nursery
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	11.73%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	May 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Catherine Parker
Pupil premium lead	Catherine Parker
Governor / Trustee lead	Jacqui Fendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,720.
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	£34,720.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by our vulnerable pupils and disadvantaged pupils.

Our aim is for all of our children to experience the best education possible. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for ensuring we support and promote pupil mental well-being. It is clear from data that no matter what the setting, socially disadvantaged children and those in greater need of educational support have fallen behind, increasing social inequity.

Our approach will be responsive to the challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Development of Teaching

- Provide high quality teaching across subjects.
- Use research to improve outcomes of pupils.
- Provide high quality and meaningful professional development opportunities. To build teacher knowledge and allow review opportunities.
- Ensure disadvantaged pupils are challenged in the work that they're set alongside peers.
- Social and emotional wellbeing is supported in the curriculum.
- Ensure high quality curriculum materials and experiences are provided.
- To provide technology to reduce barriers to learning.
- Ensure learning links to future employment.

Targeted Academic Support

- Act early to intervene at the point need is identified.
- Ensure group or 1:1 work is explicitly linked to normal lessons.

- Provide targeted interventions, which show impact and move pupils on swiftly. Improved pupil feedback.
- Embed the 5-a-day approach to ensure excellent teaching for all and our disadvantaged/SEND pupil's needs are met.
- Ensure support staff provide high quality provision and learning, with effective learning plan provision in place.

Wider Strategies

- Embed our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve by 'building belief'.
- Ensure our pupil's social and emotional wellbeing is supported in the curriculum and linked to their future in the community. Career Led Learning Focus.
- Provide a range of extracurricular opportunities to increase pupil engagement e.g. eco-club, musical theatre and school trips.
- Provide effective attendance and learning mentor support.
- Ensure parents are making a positive contribution to improve pupil outcomes.

This statement is also intended to support all our pupil's needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>EYFS pupils on entry:</p> <p>Nursery – Increased number of pupils requiring SEND provision. Speech and Language and toileting challenges continue to impact our setting.</p> <p>Reception – Increased number of pupils requiring SEND provision. Self-regulation and basic self-care issues in a large proportion of the cohort.</p>

	<p>EYFS baseline indicates that our disadvantaged children are behind our non-disadvantaged in areas of learning, including: PSE Literacy, Communication and Language (low numbers in EYFS).</p>																																							
<p>2</p>	<p>Diagnostic assessments have shown that our disadvantaged KS1 pupils are making less progress than their peers. SEND/pupil premium pupils are our most vulnerable group. School to accelerate progress and continue to reduce this gap in reading, writing, maths and phonics. We have moved teaching staff around to tackle this for 25-26.</p>																																							
<p>3</p>	<p>Analysis of KS2 SAT's 2024 show that pupils in receipt of pupil premium were performing</p> <p>RWM and Reading: 0% disadvantaged children achieved RWM. 100% achieved reading expectations. 0% greater depth readers.</p> <table border="1" data-bbox="395 972 1417 1189"> <tr> <td>2025</td> <td>Broadbent Fold Primary School and Nursery</td> <td>29</td> <td>44.8%</td> <td>3.4%</td> <td>100.8</td> <td>48.3%</td> <td>51.7%</td> </tr> <tr> <td></td> <td>Disadvantaged</td> <td>6</td> <td>0.0%</td> <td>0.0%</td> <td>90.7</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td></td> <td>Non Disadvantaged</td> <td>23</td> <td>56.5%</td> <td>4.3%</td> <td>103.4</td> <td>34.8%</td> <td>65.2%</td> </tr> </table> <table border="1" data-bbox="564 1317 1161 1563"> <tr> <td>75.9%</td> <td>6.9%</td> <td>101.0</td> <td>34.5%</td> <td>65.5%</td> </tr> <tr> <td>50.0%</td> <td>0.0%</td> <td>90.3</td> <td>100.0%</td> <td>0.0%</td> </tr> <tr> <td>82.6%</td> <td>8.7%</td> <td>103.7</td> <td>17.4%</td> <td>82.6%</td> </tr> </table> <p>Writing TA 50 % achieved expected standard (3/6) and 0% achieved maths expected standard.</p>	2025	Broadbent Fold Primary School and Nursery	29	44.8%	3.4%	100.8	48.3%	51.7%		Disadvantaged	6	0.0%	0.0%	90.7	100.0%	0.0%		Non Disadvantaged	23	56.5%	4.3%	103.4	34.8%	65.2%	75.9%	6.9%	101.0	34.5%	65.5%	50.0%	0.0%	90.3	100.0%	0.0%	82.6%	8.7%	103.7	17.4%	82.6%
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	<p>102.9 34.5% 65.5% 24.1%</p> <p>91.7 83.3% 16.7% 0.0%</p> <p>105.9 21.7% 78.3% 30.4%</p>
	<p>16.7% achieved SPAG outcomes with 0% greater depth.</p> <p>Focus: RWM for all groups, maths expected standard, increase SPAG outcomes and all greater depth.</p> <p>We want to accelerate the progress of all disadvantaged pupils so that they achieve as highly as their non disadvantaged peers.</p>
4	<p>We have identified a proportion of our children in receipt of the pupil premium grant who are struggling with emotional regulation. We continue to see an increase with anxiety, attachment issues, school avoidance. Individual and group support is needed to be continued in many cases.</p>
5	<p>A large proportion of our disadvantaged and vulnerable pupils do not access wider opportunities and enrichment activities that are in addition to what the school curriculum offers e.g., extra-curriculum clubs, visits and visitors.</p>

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
1. All children to receive high quality teaching.	<ul style="list-style-type: none"> Teachers receive high quality professional development. High quality teaching and learning based on effective research and reviewing of impact. Lesson observation, learning walks, book analysis, pupil voice confirm high standards of teaching. Teachers are aware of who pupil premium children are and are accountable for progress.

	<ul style="list-style-type: none"> • Teachers and support staff provide high quality resources and teaching to ensure learning is accelerated in all learners. • High quality assessment documents. • Online learning platforms to support pupils in/out of school. • Maths Mastery training and input will see and impact on pupil outcomes across school. • Learning is linked to their future employment opportunities. • Staff improving outcomes for pupils in R/W/M combined. • End of year data shows more disadvantaged pupils have reached expected / greater depth.
<p>2. To improve outcomes for disadvantaged EYFS pupils.</p>	<ul style="list-style-type: none"> • Speech and language interventions are well supported by Learning Mentor time and building on external strategies from SALT team. • Observations show improvement of pupil's PSE skills and regulation. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence includes engagement in lessons, book scrutiny and ongoing formative assessment. • Impact evident of improvements are evident across other subject areas e.g. physical development and literacy. • Referrals to external agencies are done swiftly to give the child an excellent starting point in school. • End of year data shows more disadvantaged pupils have reached GLD.
<p>3. Pupils in receipt of pupil premium make accelerated progress in:</p> <ul style="list-style-type: none"> - English, phonics and Mathematics. 	<ul style="list-style-type: none"> • Interventions are impacting on progress and narrowing gaps with peers locally and nationally. Tracking for this is effective using provision mapping. Interventions reviewed half termly to ensure impact. Support staff delivering effective interventions. • Marking and feedback / diagnostic assessments are effective and accelerate learning in all lessons. • Teaching of maths improved with a mastery focus. • Teachers improve their tracking of pupils for R/W/M and • Support swiftly in place for pupils who fall behind.

	<ul style="list-style-type: none"> • Monitoring programme across school has improved outcomes. • Targeted pupils have met expected standards. End of year data shows more disadvantaged pupils have reached expected or greater depth standard. • Expectations in year groups increased to ensure pupils do not reach year 6 with any gaps in learning. • Foundation subjects develop and broaden key core skills. Pupils apply skills and knowledge across the curriculum.
<p>4. Disadvantaged pupils to be provided with strategies to manage their emotional regulation and wellbeing.</p>	<ul style="list-style-type: none"> • Wellbeing Team (pupils and staff) are used effectively when required. Assemblies are a key focus for this with Wellbeing Leaders. • EMHP in place and targeted pupils are receiving the support in/ out of school. Reception pupils targeted for attachment. Year 4 focus with emotional and behaviour needs in audit. • Educational Psychologist focus group year 5 on friendships. • Healthy Hyde supporting groups with anxiety. • Children are having access to resources and experts that is beyond the school community. • Wellbeing Champions work has supported worries and having an impact in classes and phases. • Social games / Zones of Regulations targeted support in place and helping pupils. • Emotionally Friendly Schools audits have been completed to develop our curriculum. • External support vulnerable pupils. • Enrichment activities have been offered and this has supported pupil's wellbeing. • Assemblies motivate pupils to demonstrate key skills for their future e.g. teamwork. • School attendance and PA improves.

Activity in this 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: Learning Mentor Time £10,400, TA support £8,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - 5 a day principle to be embedded with whole staff, regular training and observations. - High quality teaching and learning standards across the school. -High expectations of learning. -Ensure marking and feedback has impact and moves pupils on quickly in learning. - Ensure assessment process is effective. -HT ensure R/W/M tracked effectively. -Peer and self-assessment is used to accelerate the learning process. -Diagnostic assessments are used effectively. - Embed moderation experience within school and our Dukinfield cluster and new MAT group. - Specific and tailored continuous professional development for all staff in approaches to teaching reading, phonics, writing and maths <p>£2,545 National College.</p> <ul style="list-style-type: none"> - Interventions and additional adult support. - Ensure vulnerable pupils are effectively planned for and provision in place. Year 5 TA support for EHCP pupils integral. -Subject leaders to monitor their subject and show the development of pupil's learning and outcomes. -Termly pupil review. 	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p> <p>https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right</p>	<p>1, 2, 3, 5</p>

<ul style="list-style-type: none"> - Staff Inset time dedicated to teacher knowledge and curriculum improvements. - AI in the classroom. Mr P website £395 - Letter Join £248 - Vocabulary Nina £59 		
<p>Strengthen our quality classroom guided reading books.</p> <ul style="list-style-type: none"> - Increase the amount of quality texts in classrooms. - Continue to improve reading books across school. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2,3,</p>
<p>Participation in Mastery Maths programme – Turing NW Maths hub.</p> <p>Maths Resources: White Rose Booklets, Maths Frame, Mastery Curriculum £1,989 Mathletics £ 1,170</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p> <p>Impact of Mastery: https://www.arkcurriculumplus.org.uk/news-events/the-impact-of-mathematics-mastery-primary-the-stats-are-here#:~:text=An%20independent%2C%20randomised%20controlled%20trial,progress%20in%20Key%20Stage%201.</p>	<p>1,2,3</p>
<p>To improve the provision of online curriculum learning. Purple Mash £850 Seesaw £1611 SPAG.com £108.75 SATs Companion £406</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</p>	<p>1,2,3,5</p>

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

Budgeted cost: £27,989.

TA 1:1 support in KS2, provision mapping,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of high quality small group learning interventions by teachers and TAs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Delivery of pre and post learning interventions to address misconceptions identified during teaching sessions. Booster sessions for KS1 and KS2 pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1,2,3</p>
<p>-To ensure our SEND/ Disadvantaged learners are well tracked to enable to close the gaps against peers. £1,090 Provision Map Learning Mentor Time SaLT</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>1,2,3</p>

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

Budgeted cost: £1,090

Attendance Officer, staff time delivering clubs/resources, HLTR time Forest Schools Leader

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of high quality interventions e.g. Social groups and Zones of Regulations. £ 370, Idecision PSHE online support £225 Sing Up</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=meta</p>	<p>1,4</p>
<p>Wellbeing Champions to strengthen. To ensure pupil worries are tackled, regular assemblies and work with external agencies EMHP and Anxiety Coach.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4</p>
<p>Ensure PP children access at least one each academic year after-school. Extra-curricular clubs to enrich wellbeing.</p> <p>Support families financially, who are unable to pay for trips. One trip each year and one set of after-school clubs. £ 3,000 with extra if required by families.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>4, 5</p>
<p>Attendance Awards and celebrations.</p> <ul style="list-style-type: none"> - Attendance Officer Time to support families. Attendance agreements. - Support for families. - £955.50 CPOMs 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>2,3,4,5</p>

Review of outcomes

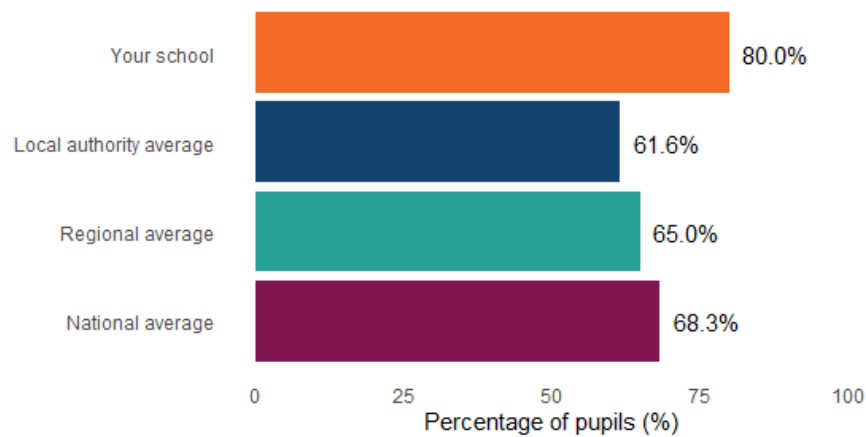
April 2025 – April 2026

Aim of Premium:	Outcome and Evidence:												
All children to receive high quality teaching.	<p>High quality professional development has taken place throughout the school year. Staff have used this in their teaching to improve outcomes for pupils. The impact of effective research and cluster work with our partnership with the Stamford Park Trust. Lesson observations, learning walks, book analysis, pupil voice confirm high standards of teaching. Governors have been part of this quality assurance. Teachers are accountable for the progress of all pupils and have a focus on vulnerable groups. Teachers and support staff provide high quality resources and teaching to ensure learning is accelerated in all learners. Pupils have done this within school and at home. CPD time has allowed staff and subject leaders to check standards and ensure children are meeting expectations. Education Endowment research has been used by all staff to develop the use of TAs in the classroom and their impact to improve standards. SEND PP pupils show progress as the most vulnerable group. We audited our provision alongside Whole Ed and Evaluate My School. This support from Education Endowment professional developed actions and celebrated our work in this area. End of year data shows that children has been successful across school. Through rigorous Performance Management targets and Pupil Progress meetings, staff are accountable for pupils' outcomes, ensuring targeted interventions are effective. See Data below.</p>												
To improve outcomes for disadvantaged EYFS pupils.	<p>See data below. 4 x PP pupils in EYFS. Excellent outcomes for all pupils evident with 80% achieving GLD. This is excellent for the cohort, based on low baseline. Wellcomm was well planned and speech and language interventions were set up quickly. GLD a strength of our EYFS data, showing above local and national outcomes.</p> <table border="0"> <tr> <td>EYFS Overview</td> <td>Broadbent Fold</td> </tr> <tr> <td>EYFS Reading</td> <td>84%</td> </tr> <tr> <td>EYFS Writing</td> <td>84%</td> </tr> <tr> <td>EYFS Literacy</td> <td>84%</td> </tr> <tr> <td>EYFS Maths</td> <td>84%</td> </tr> <tr> <td>EYFS GLD</td> <td>80%</td> </tr> </table> <p>GLD a strength of our EYFS data an average score of 15, showing above local and national outcomes. 84% prime areas and 76% specific areas – all above LA/national. There were 13 males to 12 females. Males</p>	EYFS Overview	Broadbent Fold	EYFS Reading	84%	EYFS Writing	84%	EYFS Literacy	84%	EYFS Maths	84%	EYFS GLD	80%
EYFS Overview	Broadbent Fold												
EYFS Reading	84%												
EYFS Writing	84%												
EYFS Literacy	84%												
EYFS Maths	84%												
EYFS GLD	80%												

	<p>achieved 62% GLD, 100% females met GLD. 4 x pupils FSM 25% met GLD.</p>
<p>Pupils in receipt of pupil premium make accelerated progress in: English, phonics and Mathematics.</p>	<p>Phonics Screening 93% achieved standard – 2 children did not achieve (1 x child was only two away) 34.6 APS achieved. 85% girls achieved and 89% of boys achieved, above local and national data. Displaying a strength in narrowing the gap between genders. 33% achieved phonics retake (only 3 children). 1 x pupil with EHCP and was only 1 away and other pupil SEND made so much progress within the year. End of KS2:</p> <p>Y6 Reading 89% EXS 35% GDS Average Scale Score 103.9 Females 93% met expected standard with 27% females achieving greater depth. Males 83% achieved expected and 42% achieved greater depth. Y6 Writing TA 85% EXS 15% GDS Writing data is above national and local expectations. Females – 77% (focus for new SIP) achieved expected and 14% greater depth. Males – 92% achieved expected and 17% greater depth. Y6 SPAG 88% EXS 31% GDS Average Scale Score: 104.6 SPAG data in line with local and national expectations. Y6 Maths 81% EXS 27% GDS Average Scale Score: 103.2 Females – 86% achieved expected and 14% greater depth. Males – 75% achieved expected (focus for new SIP) and 42% greater depth. Reading, writing and mathematics – continued SIP focus: 75% males compared to 77% of females achieved RWM – evidence of narrowing gender gap.</p> <p>Data attached below shows we had 4 x PP pupils and how successful these pupils were by the end of KS2.</p>
<p>Disadvantaged pupils to be provided with strategies to manage their emotional regulation and wellbeing.</p>	<p>EMHP in place and targeted pupils are receiving the support in/ out of school. Class audits are completed in year 3 and 4. This highlights behaviour and emotional needs for us to target. This can be 1:1 work or whole class focus. Our new active uniform has supported children each day coming into school and coping with their anxiety and the school day ahead. Physical activity has enable these pupils to improve attendance and wellbeing. Wellbeing Team (pupils and staff) are used effectively when required. Assemblies are a key focus for this alongside Wellbeing Leaders. School is supporting children accessing to resources and experts beyond the school community/hours. There are a number of social groups in school</p>

for vulnerable pupils to attend - helping pupils with friendships. Mental Health workshops support Y6 with exam stress and transition workshops by EMHS are effective in supporting pupils moving from Y6-Y7 and are fundamental in ensuring pupils feel secure in their next steps in Education. Emotionally Friendly Schools audit has been completed and we await if we have received our accreditation. Enrichment activities have been offered and this has supported pupil's wellbeing. This has been integral this year with many different types of activities offered: cheerleading, multi-skills, musical theatre. Lunchtime provision includes sports coach, art club, reading, board game club and craft club, happy Friday club. Zones of Regulation has started to be used across school and this now needs embedding.

EYFS Data



	Non Disadvantaged	1,989	7	80.4%	81.6%	84.5%	87.1%	87.0%	90.7%	84.9%	79.5%	76.2%	71.2%	78.5%	78.2%	81.2%	80.6%	83.4%	86.4%	86.4%
2025	Broadbent Fold Primary School and Nursery	25	0	88.0%	92.0%	84.0%	88.0%	96.0%	96.0%	92.0%	88.0%	84.0%	84.0%	84.0%	84.0%	88.0%	88.0%	92.0%	88.0%	84.0%
	Disadvantaged	4	0	75.0%	100.0%	50.0%	75.0%	100.0%	75.0%	75.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	50.0%	75.0%	75.0%	75.0%
	Non Disadvantaged	21	0	90.5%	90.5%	90.5%	90.5%	95.2%	100.0%	95.2%	95.2%	90.5%	90.5%	90.5%	90.5%	95.2%	95.2%	95.2%	90.5%	85.7%

EYFSP

CONTEXT

Item	Broadbent Fold Primary School and Nursery (2025)		Local Authority - Tameside		
	Value	Cov.	Value	Gap	Cov.
Cohort	25	-	2,655	n/a	-
Sex (Male)	52.0%	100.0%	50.6%	+1.4%	100.0%
SEN Support	0.0%	100.0%	9.9%	-9.9%	98.7%
EHCP/Statement	0.0%	100.0%	5.6%	-5.6%	98.7%
Ethnicity (BME)	8.0%	100.0%	28.2%	-20.2%	98.7%
Language (EAL)	4.0%	100.0%	16.5%	-12.5%	100.0%
Disadvantaged	16.0%	100.0%	25.4%	-9.4%	100.0%

ASSESSMENTS

Item	Broadbent Fold Primary School and Nursery (2025)		Local Authority - Tameside	
	Value		Value	Gap
Good Level of Development ●	80.0%		61.6%	+18.4%
Average no. ELGs at expected	15.0		13.5	+1.5
All Goals, Exp+	72.0%		60.1%	+11.9%
Prime Goals, Exp+	84.0%		69.9%	+14.1%
Com. & Lang. Goals, Exp+ ●	88.0%		75.5%	+12.5%
PSE Goals, Exp+ ●	84.0%		79.3%	+4.7%
Phys. Dev. Goals, Exp+ ●	92.0%		81.4%	+10.6%
Specific Goals, Exp+	76.0%		62.0%	+14.0%
Literacy Goals, Exp+ ●	84.0%		64.5%	+19.5%
Maths Goals, Exp+ ●	84.0%		72.7%	+11.3%
Und. The World Goals, Exp+	88.0%		75.8%	+12.2%
Exp. Arts & Des. Goals, Exp+	80.0%		81.0%	-1.0%

Key Stage 2

CONTEXT	Broadbent Fold Primary School and Nursery (2025)		Local Authority - Tameside	
Item	Value		Value	Gap
Cohort	4		1,318	n/a
Sex (Male)	25.0%		50.8%	-25.8%
SEN Support	25.0%		25.9%	-0.9%
EHCP/Statement	0.0%		10.1%	-10.1%
Ethnicity (BME)	25.0%		30.7%	-5.7%
Language (EAL)	0.0%		21.9%	-21.9%
Disadvantaged	100.0%		100.0%	0.0%

ATTAINMENT & ASSESSMENTS

		Broadbent Fold Primary School and Nursery (2025)		Local Authority - Tameside	
Subject	Level	Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	75.0%		49.4%	+25.6%
	GDS/High Score	0.0%		2.3%	-2.3%
Reading	≥Exp.Std.	100.0%		66.6%	+33.4%
	High Score	0.0%		19.6%	-19.6%
Writing (TA)	≥EXS	75.0%		61.9%	+13.1%
	GDS	0.0%		4.1%	-4.1%
Maths (test)	≥Exp.Std.	100.0%		64.7%	+35.3%
	High Score	25.0%		16.5%	+8.5%

Externally provided programmes

Programme	Provider
Healthy Hyde – Anxiety Group	NHS
EMHP – 1:1 emotional support	NHS
Friendships	Educational Psychologist