

**Broadbent Fold Primary School
and Nursery**



**Pupil Premium and Recovery Premium
Strategy Statement
2026-2027**

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	217
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	May 2026
Date on which it will be reviewed	April 2027
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	£37,510
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£540
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	£38,050

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 individualised provision and 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. sport, musical theatre and school trips.
- Provide effective attendance and learning mentor support.
- Ensure parents are making a positive contribution to improve pupil outcomes.
- Active uniform to support wellbeing of pupils and increase physical activity.

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	EYFS pupils on entry: Nursery – Increased number of pupils with complex needs requiring individualised SEND provision. Speech and Language and toileting challenges continue to impact our setting.

	<p>Reception – Increased number of pupils requiring SEND provision. Self-regulation and basic self-care issues in a significant 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, number and UTW (low numbers in EYFS).</p>
2	<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.</p>
3	<p>Analysis of KS2 SAT's 2025</p> <p>Only 4 pupils</p> <p>RWM 75% disadvantaged children achieved expected standard. None at the higher standard.</p> <p>Reading 100% disadvantaged children achieved expected standard. 0% greater depth readers.</p> <p>Writing TA 75 % achieved expected standard and 0% achieved greater depth.</p> <p>SPaG 100% disadvantaged children achieved expected standard. 0% greater depth.</p> <p>Mathematics 100% disadvantaged children achieved expected standard. 25% greater depth.</p> <p>Focus: RWM continues to be a focus for all groups 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	We have identified a proportion of our children in receipt of the pupil premium grant who are struggling with emotional regulation. We continue to support daily with anxiety, attachment issues, school avoidance. Individual and group support is needed to be continued in many cases.
5	A 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.

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 confirms high standards of teaching. • Teachers are aware of who pupil premium children are and are accountable for progress. • Teachers and support staff provide high quality resources and quality first, adaptive teaching to ensure learning is accelerated in all learners. • High quality assessment documents. • Online learning platforms support pupils. • Maths Mastery training and input will see and impact on pupil outcomes across school. • Learning is linked to their future employment opportunities and a career curriculum. • Staff improving outcomes for pupils in R/W/M combined. • End of year data continues to show more disadvantaged pupils have reached expected standard. • Greater depth achievements identified early and data for these pupils improves.

	<ul style="list-style-type: none"> Teaching Assistants/HLTRs are deployed effectively to accelerate the progress of targeted pupil premium pupils and support high-quality learning outcomes.
<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, UTW, maths 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 and gaps narrowed with peers.
<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 continues to improve with a mastery focus. Teachers strengthen their tracking of pupils for R/W/M. Support swiftly in place for pupils who fall behind. 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/many gaps in learning. Foundation subjects continue to 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"> • Youth Sport Trust accreditation for Well-check achieved. • Wellbeing Team (pupils and staff) are used effectively when required. Assemblies are a key focus for this with Wellbeing Leaders. • EMHP and Healthy Hyde sessions in place and targeted pupils are receiving the support in/ out of school. Year 2 friendships, year 3 worries, year 4 focus with emotional and behaviour needs in audit to target 1:1s and year 6 transition worries. • Healthy Hyde supporting groups with anxiety across the school. • Children are having access to resources and experts that is beyond the school community. • Wellbeing Leaders work has supported worries and having an impact in classes and phases. • Social games / Zones of Regulations / Emotion Coaching targeted support in place and helping pupils. • Emotionally Friendly Schools audits have been completed to develop our curriculum. • External support for 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. • Active uniform in place. • Pupil Premium pupils will maintain consistently high attendance, with targeted interventions and support from the Education Welfare Officer where required. High attendance will lead to increased engagement in lessons, classroom activities, and school initiatives.
<p>5. Enrichment activities are being accessed.</p>	<ul style="list-style-type: none"> • 100% of Pupil Premium pupils attend all educational trips and participate in visits, enrichment activities, and events offered across the school year. • Barriers to participation (e.g., financial, logistical, or social) are identified and removed through targeted support or funding. • Pupil voice indicates that Pupil Premium pupils feel included and valued, and can talk positively about the experiences they have taken part in. Participation in trips and enrichment activities leads to increased engagement, confidence, and cultural capital for pupils.

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 £19,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - 5 a day principle to be strengthened 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 tracking continues to be effective. -Peer and self-assessment are used to accelerate the learning process. -Diagnostic assessments are used effectively. - Embed moderation experience within school and our trust cluster group. - Specific and tailored continuous professional development for all staff in approaches to teaching reading, phonics, writing and maths. £2,500National College. - Interventions and additional adult support. - Ensure vulnerable pupils are effectively planned for and provision in place. -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 £356 - Letter Join £288 - Vocabulary Nina £99 		
<p>Continue to improve reading provision across school.</p>	<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 £2225.00 Maths Frame £55.00 Mastery Curriculum £90.00 Mathletics £1288.00</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 access to various learning platforms across the curriculum.</p> <p>Purple Mash £885.00 Seesaw £1,859.00 SPAG.com £62.00 SATs Companion £420.00</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: £1,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of high-quality small group learning interventions by teachers and HLTRs. First Class Phonics £201.00</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>	1,2,3,4
<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>	4
<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>	1,2,3
<p>-To ensure our SEND/ Disadvantaged learners are well tracked to enable to close the gaps against peers. £1,129 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>	1,2,3

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

Budgeted cost: £23,745

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

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 £250 Sing Up £990 Science PSQM £960 Forest Schools</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 Leaders to tackle current issues through assemblies and work with external agencies EMHP and Healthy Hyde.</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_searchhh&search_term</p>	<p>4</p>
<p>Ensure Pupil Premium 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. £1,000 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. 	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>2,3,4,5</p>

<ul style="list-style-type: none"> - Support for families. - £940.00 CPOMs 		
<p>Well-Check Award and accreditation achieved with the Youth Sport Trust. £495</p>	<p>Well Schools - Youth Sport Trust</p> <p>Always Active Uniform - Youth Sport Trust</p>	<p>3,4,5</p>

Review of outcomes

April 2026 – April 2027

Aim of Premium:	Outcome and Evidence:
	-
	-
	-
	-

Externally provided programmes

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