BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

Broadwater Church of England Pupil Premium Strategy Statement 2026-2029

This statement details our school's use of pupil premium funding to help improve the progress and attainment of our disadvantaged pupils.

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	Broadwater Church of England Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	Targeted 6% (25 children) Expanded 7% (30 children) 13% total
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr A Morrissey
Pupil premium lead	Mrs A Corless
Governor / Trustee lead	Mrs T Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53535
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	£53535

Part A: Pupil premium strategy plan

Statement of intent

Vision Statement: Broadwater is a Christian school. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

All pupils will be successful learners, regardless of background or challenges. Every child will receive the opportunity, support, and encouragement to achieve their full potential and make at least good progress across core subjects.

- Equity and Access: Ensure all children have equitable access to high-quality learning experiences.
- Effective Funding: Allocate resources strategically to maximise impact.
- Early Identification: Identify pupils - including disadvantaged groups - not on track to meet age-related expectations and intervene early.
- Closing Gaps: Minimise gaps in progress and attainment by the end of 2027.
- Accelerated Progress: Target pupils (non-SEND) who did not meet expectations in 2026 to achieve age-related standards by 2027.

We aim to do this with:

- Quality First Teaching: Adopt 'First and Best' principles - teachers prioritising the most vulnerable pupils.
- Targeted Interventions: including personalized learning, small group intervention programs with qualified TAs e.g. 1st class@number, and deploy trained teaching assistants effectively.
- Holistic Support: Combine academic interventions with pastoral support through external providers and in-house programmes.
- Community and Citizenship: Provide opportunities for pupils to contribute meaningfully to school and community life.

This initiative will be whole-school led, based on robust assessments that identify need and evaluate impact. We will ensure collective responsibility for raising outcomes for disadvantaged children by raising all staff's expectations and commitment to these pupils.

Challenges

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

Challenge number	Detail of challenge
1. Attainment of Disadvantaged pupils with SEND	Pupils who are both disadvantaged and have SEND face compounded barriers to learning, including access to adapted resources and specialist support.
2. Writing and Maths progress and attainment	Many disadvantaged pupils demonstrate lower attainment in writing compared to their peers. This includes limited vocabulary, weaker sentence structure, and reduced stamina for extended writing tasks.

	Gaps are often compounded by reduced exposure to rich language experiences at home, impacting spelling, grammar, and overall composition quality. The latest end of KS2 data shows a wider gap in maths. The PP non SEND lacked confidence and many demonstrated poor retention.
3. Attendance	Persistent absenteeism and lower overall attendance rates among disadvantaged pupils hinder continuity of learning. Missed lessons lead to gaps in knowledge and skills, making it harder for pupils to keep pace with age-related expectations. Attendance issues are often linked to wider socio-economic factors, health concerns, and family circumstances. In 2025/2026 the overall PP attendance was 93.91% compared to the whole school 96.1%. This is a 2.19% gap
4. Engagement of parents	Parental engagement in learning is inconsistent, with some families facing barriers such as limited time, confidence, or understanding of the curriculum. This affects homework completion, reading at home, and reinforcement of learning. Strengthening home-school partnerships is essential to support pupil progress.
5. Wider cultural experiences of children	Disadvantaged pupils often have fewer opportunities for enrichment activities such as trips, clubs, and cultural experiences. This limits their background knowledge, vocabulary development, and ability to make connections in learning. Reduced cultural capital can impact comprehension, creativity, and aspirations.

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
Disadvantaged pupils with SEND make sustained progress in core subjects, closing gaps with peers through targeted interventions and adapted resources.	Pupil Profiles show measurable progress against set personalised targets. Termly assessment data indicates narrowing attainment gaps compared to previous baselines. Increased access and use of adapted materials and specialist support documented in provision maps.
Disadvantaged pupils demonstrate improved writing skills, including vocabulary, sentence structure, and stamina for extended tasks.	Writing assessments show at least expected progress for targeted pupils. Increased use of ambitious vocabulary and accurate grammar in independent writing. Moderation evidence confirms improvement in composition quality across year groups. Writing attainment is currently 59% ARE with a target of 65% ARE in summer 2027.
Disadvantaged pupils demonstrate improved maths outcomes in KS2.	Maths Assessments show at least expected progress for targeted pupils. Disadvantaged non SEND pupils is currently 50% ARE with a target of 75% ARE in summer 2027.

Attendance rates for disadvantaged pupils improve, reducing persistent absenteeism and supporting continuity of learning.	Attendance for disadvantaged pupils is at or above 95%, with persistent absence reduced year-on-year. With the gap between disadvantaged and whole school attendance to be below 2%
Parents of disadvantaged pupils actively engage in supporting learning at home and school, strengthening home-school partnerships.	Increased attendance at parent workshops and meetings. Homework completion rates improve for targeted pupils. Positive feedback from parents on confidence and understanding of curriculum through surveys.
Disadvantaged pupils access a broad range of enrichment activities, enhancing cultural capital and supporting learning connections.	Participation records show increased involvement in trips, clubs, and cultural events. Pupil voice reflects improved confidence and aspiration linked to enrichment experiences. Evidence in workbooks of wider vocabulary and contextual understanding following enrichment activities. Club and extra curricular sport event participation is currently 88% with a target of 90% by summer 2027

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the West Sussex Closing the Gap Pilot with The National Thinking Classrooms Programme	The National Thinking Classrooms Programme EEF	1,2
Selected for the Reading program - Fluency Focus for Year 5	London South research School EEF	1,2
Allocated Staff meeting time each term to focus on raising awareness of and identifying vulnerable pupils and barriers to learning	EEF Improving Literacy in Key Stage 1 | EEF Improving Literacy in Key Stage 2 | EEF	1,2
Effectively deploy teaching assistants to ensure individual needs are met, including interventions.	Past results in school EEF	1,2
SLT continue to access latest research on closing the gap	The National Thinking Classrooms Programme	1,2

	EEF	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with all intervention groups established	Research based - Maths programmes (Success@ Arithmetic, 1st Class@number, Becoming 1st Class @Number and RML) EEF Selecting interventions | EEF	1,2
Additional experienced teaching support in target year group (Year 6)	EEF 1. High-quality teaching | EEF	1,2
STEAM enrichment days - (enrichment and challenge led by external company and secondary colleague)	EEF 1. High-quality teaching | EEF	5
Provide **specialist interventions** (speech and language, play therapy, etc.) where required.	EEF Selecting interventions | EEF	1,2
Continue to provide **high-quality texts** and model writing through shared and guided sessions.	Ofsted London South research School Telling the story: the English education subject report - GOV.UK	1,2
Additional after school tuition with target group lead by experienced teacher.	Ofsted Independent review of tutoring in schools: phase 1 findings - GOV.UK	1,2
Use **targeted small-group interventions** focusing on vocabulary, grammar, and composition	EEF Selecting interventions | EEF	1,2
Monitor progress through **half-termly writing assessments** and adjust support accordingly.	Education Scotland Resources to support effective tracking and monitoring | Effective use of data | Resources | Education Scotland	2

Offer **family curriculum events** to build confidence and engagement.	Routledge Educational research Family–school connectivity during transition to primary school EEF Working with Parents to Support Children's Learning | EEF	4

Wider strategies

Budgeted cost: £10,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Plan **curriculum-linked trips and visits** to museums, theatres, and outdoor learning environments.	Education policy institute Access to extra-curricular provision and the association with outcomes - Education Policy Institute	5, 3
2. Offer a wide range of **after-school clubs** and enrichment activities (GET SET GO, sports, STEM).	Nuffield Foundation Report template long	5
3. Invite **guest speakers and role models and in school workshops** to broaden horizons.	Education policy institute Access to extra-curricular provision and the association with outcomes – Education Policy Institute	2
4. Host **parent workshops** on supporting learning at home.	EEF Working with Parents to Support Children's Learning | EEF	4
5. Strengthen collaboration between **SENDCo, class teachers, and parents** to ensure consistency.	EEF Working with Parents to Support Children's Learning | EEF	1,4
6. Choral enrichment day – (enrichment and challenge led by secondary colleague)	Education policy institute Access to extra-curricular provision and the association with outcomes – Education Policy Institute	5
7. Engage with parents/carers of new entrants prior to starting school	PP Webinar – research based training EEF Working with Parents to Support Children's Learning | EEF	4
8. Ensuring all those entitled to PP are registered – Early Years letters sent home.	PP Webinar – research based training EEF	2, 4

Sourcing PP information earlier enough in the summer term to engage parents.	Working with Parents to Support Children's Learning | EEF	
9. Lunch time nurture club with pastoral lead	Gov.Wales Effective school support for disadvantaged and vulnerable pupils – case studies of good practice	3
10. Friendship/social skill development and mental health with pastoral lead	RHE/RSHE curriculum Gov.Wales Effective school support for disadvantaged and vulnerable pupils – case studies of good practice	3
11. Provide additional resources e.g. learning packs in Early Years and Revision packs for Year 6.	Evidence Based Education Strategies for disadvantaged students	5
12. A detailed transition program (Year 6 to secondary) including visit, events and visiting alumni to share experiences.	EEF Supporting transitions between educational phases to improve… | EEF Working together to improve school attendance: July 2026 RISE attendance improvement - GOV.UK	3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Data shows that the gap is closing across the school. In July 2025 the gap between Non PP ARE and PP ARE (without SEND) was: Reading -16%, Writing -13.5% Maths -32.8%. Although there remains to be a gap, by the end of July 2026 these gap had reduced to: Reading -8.8%, Writing -9.9% Maths -14.7%. All children in Year Six were assessed at the end of the academic year using both SATs materials and Teacher Assessment to ensure a comprehensive evaluation of attainment and progress.

Following the disruption caused by Covid-19, the school implemented a robust recovery programme supported by tuition funding. This provision enabled targeted interventions and high-quality teaching strategies, focusing on closing gaps in learning and rebuilding core skills with this cohort. Evidence from assessment data demonstrates that pupils benefited significantly from these measures, with many achieving expected standards despite the challenges of previous years. The programme also strengthened pupil confidence, resilience, and engagement in learning, laying a strong foundation for future success.

Review: last year's Year 6 aims and outcomes (School assessments: 2025/2026)

Aim:	Outcome
Age expected in all reading, writing and mathematics.	

	Year 6 Summer 2026 results		
	School (at ARE+)	Greater Depth	National (at ARE+)
Reading	83%	42%	75%
Writing	79%	8%	73%
Maths	86%	30%	74%
Combined	71%	8%	63%

9 PP children (including 5 SEND)	Disadvantaged (at ARE+)	PP Non-SEND	Greater Depth
Reading	78% (7children)	100%	11% (1child)
Writing	55% (5children)	75%	0%
Maths	55% (5children)	50%	11% (1child)
Combined	33% (3children)	25%	0%