

Broadwater Church of England Pupil Premium Strategy Statement 2025-2028

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	430
Proportion (%) of pupil premium eligible pupils	10% (41 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£50,208
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	£50,208

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 2026.
- Accelerated Progress: Target pupils (non-SEND) who did not meet expectations in 2025 to achieve age-related standards by 2026.

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 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.
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.
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 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 62% ARE with a target of 65% Are in summer 2026
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.
Parents of disadvantaged pupils actively engage in supporting learning	Increased attendance at parent workshops and meetings.

at home and school, strengthening home-school partnerships.	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 2026

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Joining the West Sussex Closing the Gap Pilot with The National Thinking Classrooms Programme	The National Thinking Classrooms Programme EEF	1,2
Allocated Staff meeting time each term to focus on raising awareness of and identifying vulnerable pupils	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.	Past results in school EEF	1,2
SLT continue to access latest research on closing the gap	The National Thinking Classrooms Programme EEF	1,2

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
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Continue with all intervention groups established	Research based - Maths programmes (Success@ Arithmetic, 1st Class@number, Becoming 1 st 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 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 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: £10,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Plan curriculum-linked trips and visits to	Education policy institute	5, 3

museums, theatres, and outdoor learning environments.	Access to extra-curricular provision and the association with outcomes - Education Policy Institute	
2. Offer after-school clubs and enrichment activities (GET SET GO, sports, STEM).	Nuffield Foundation Report template long	5
3. Invite guest speakers and role models 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. Sourcing PP information earlier enough in the summer term to engage parents.	PP Webinar - research based training EEF Working with Parents to Support Children's Learning EEF	2, 4
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

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 2024 to 2025 academic year.

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. 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: 2024/2025)

Aim:	Outcome			
Age expected in all reading, writing and mathematics.	Year 6 Summer 2025 results			
		School (at ARE+)	Greater Depth	National (at ARE+)
	Reading	86%	52%	75%
	Writing	80%	11%	72%
	Maths	84%	36%	74%
	Combined	75%	9%	62%
	5 PP children (including 2 SEND)	Disadvantaged (at ARE+)		Greater Depth
	Reading	100%		20%
	Writing	60% (100% nonSEND)		

	Maths	80% (100% nonSEND)	
	Combined	60% (100%nonSEND)	