

# Pupil premium strategy statement – Broomgrove Junior 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Wright-Headteacher
Pupil premium lead	Karen Wright
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,204
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£74,204

# Part A: Pupil premium strategy plan

## Statement of intent

At Broomgrove Junior School, we provide equal opportunities for all children regardless of their backgrounds, challenges and starting points. Our focus of this strategy is to support all 'disadvantaged' pupils and to consider the challenges faced by all vulnerable pupils, including those who have a social worker and young carers.

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers. We have followed a three-year programme with Marc Rowland ("Addressing Educational Disadvantage.")

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our disadvantaged children should:

- Make good or accelerated progress from their KS1 starting point.
- Develop social skills that will allow them to thrive socially.
- Develop resilience emotionally and in their learning.

To achieve this we promote:

- Evidence-informed practice and High Quality Teaching.
- The use of Trauma Perceptive Practice and the Essex Steps Approach to support emotional well-being.
- A whole-school approach to good mental health and well-being.
- Character Virtues

## Challenges

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

Challenge number	Detail of challenge
1	Historically, disadvantaged children often have lower starting points from KS1 and do not achieve age related expectations in line with their peers
2	Assessments, observations and discussions with pupils suggest that disadvantaged children are not making progress in line with their peers due to significant gaps in their learning, particularly in writing and maths.
3	SEMH needs: high levels of anxiety and poor emotional regulation; poor self-esteem, low aspirations and fixed mind-sets;
4	Lower levels of resilience academically and in social situations which can lead to poor attendance.
5	Eliminating unconscious bias amongst staff.
6	Lower attendance and higher persistent absenteeism of disadvantaged pupils.

## 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.	High Quality Teaching and Learning observed and assessments indicate improved language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence including book scrutiny, discussions with pupils and ongoing formative assessment.
Improved attainment in all core subjects among disadvantaged pupils across the school.	Data analysis shows the gap between Pupil Premium and non-Pupil Premium pupils in reading outcomes across the school is reducing year on year.
Diminishing the difference in KS2 outcomes and progress between disadvantaged and non-disadvantaged pupils	Percentage of disadvantaged children achieving Age Related Expectations (ARE) is inline, or better, than non-disadvantaged children. All disadvantaged pupils make good progress from their starting points. KS2 outcomes in 2025/26 will show more than 65% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing and emotional resilience for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice reporting that they feel safe, happy and valued in school</li> <li>• Quantitative data from SEMH assessments</li> <li>• Teacher observations</li> <li>• Monitoring of additional SEMH support to identify</li> </ul>

	impact
Attendance for disadvantaged children to be in-line with National.	Attendance for disadvantaged children to be in-line with non-disadvantaged children. Reduction in level of persistent absenteeism.

## 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: £43,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4, 5, 6
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4, 5
<p>Investment in professional development for teachers across the school.</p> <p>Impact of each CPD event to be recorded and monitored.</p>	<p>The EEF Guide to the Pupil Premium - <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	1, 2, 5, 6

	<p>Feedback:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Metacognition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1, 2</p>
<p>Recruitment and retention of Learning Support Assistants to support the learning in class and to provide scaffolds for independence, using questioning and promoting metacognitive strategies.</p>	<p>EEF Teaching and Learning Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland  ISBN 978-1-913622-45-9</p> <p>“Maximising the Impact of Teaching Assistants.” Rob Webster et al  ISBN 9780367468347</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £5,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention: "Language Link"	<p>EEF Toolkit:</p> <p>Oral Language interventions;  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>One to One tuition:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Teaching assistant interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Essex LA Recommended Assessments for Identifying Needs (Includes Language Link)  <a href="https://schools.essex.gov.uk/pupils/SEN/Documents/Essex%20Recommended%20Assessments%20for%20Identifying%20Needs%20v3%20Oct%202021_.pdf#search=recommended%20assessments%20pupil%20needs">https://schools.essex.gov.uk/pupils/SEN/Documents/Essex%20Recommended%20Assessments%20for%20Identifying%20Needs%20v3%20Oct%202021_.pdf#search=recommended%20assessments%20pupil%20needs</a></p>	1, 2, 3, 4, 6
Structured interventions delivered by teaching assistants (including Precision Teaching)	<p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4, 5, 6
After school small group booster sessions for year 6	<p>EEF Toolkit  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2

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

Budgeted cost: £24,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Tendring Families First (MTEP)	<p>Early help aims to give children, young people and families the right support at the right time, to reduce the need for higher level interventions. This allows us to work together with families and provide specialist support as part of our Early Help offer. This includes access to: <b>counsellors, Family Support Workers, art therapy, play therapy and Theraplay.</b></p> <p><a href="#">Helping Children - Play Therapy UK</a></p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 4, 6
Forest school training/resources and Forest School teacher to provide an environment for children to rehearse communication skills, social skills and build knowledge, understanding and appreciation of the natural world.	<p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>A Marvellous Opportunity for Children to Learn: <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	3, 4, 5, 6
Subsidised transport and trips	Supporting the wellbeing of disadvantaged pupils and families	3, 4

	<p>ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills.</p> <p><b>Ofsted research (2019)</b> places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	
<p>Pastoral support, including a well-being hub, to improve well being.</p>	<p>High quality targeted approaches to SEMH learning have great impact on supporting disadvantaged pupils break down barriers to success.</p> <p>EEF Toolkit:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>“When Adults Change Everything Changes” by Paul Dix  ISBN 978-178135273-1</p>	<p>3, 4, 6</p>
<p>Stave House Music Teacher (including mini-music sessions)</p>	<p>Stave House lays a musical foundation that is taught via a ‘see, hear, do’ interactive approach to learning. The method encourages storytelling, role play, singing games and rhymes teaching creativity, inspiring curiosity and offering children the freedom to explore academic musical concepts. The Stave House method is accredited and certified by the London College of Music.</p> <p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum, and is a valued subject itself (EEF).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3, 4, 5</p>

**Total budgeted cost: £74,204**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Note on Covid-19 disruption:** *It will not be possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. This means we cannot report on progress measures, but we have used teacher assessment data and national assessment outcomes to evaluate performance.*

#### Academic Outcomes

The 2024/25 academic year showed mixed results for our school. Overall, 47% of pupils reached the expected standard in reading, writing and maths combined (below the national average of 62%).

#### Subject-Specific Performance

**Reading:** Our 2024/25 performance was 73%, close to the national average of 75%.

**Writing:** We saw significant improvement in writing, with 69% achieving the expected standard in 2024/25 compared to 48% in 2023/24.

**Mathematics:** Performance in maths was 59%, significantly below the national average of 74%.

#### Progress Measures - A Key Strength

Despite lower attainment outcomes, our pupils made strong progress during their time at the school. Our 2-year average progress measures were significantly above national averages: reading progress of 1.3, writing progress of 2.0, and mathematics progress of 1.4 (all compared to a national average of 0.0). This demonstrates that our focus on high-quality teaching and targeted interventions is having a positive impact on pupil learning.

#### Performance by Prior Attainment

Our middle and high prior attainers performed strongly, with middle prior attainers achieving 84% in reading, writing and maths (significantly above national 61%), and high prior attainers achieving 100% (above national 93%).

However, only 4% of low prior attainers achieved the expected standard in reading, writing and maths (below national 11%), though this is based on a small cohort of 26 pupils over 2 years. This remains a significant area for improvement and indicates that our targeted interventions need to be strengthened for this group.

#### Disadvantaged Pupils - Critical Area of Concern

Our disadvantaged pupils' performance showed considerable volatility and remains our most significant challenge. In 2024/25, 28% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined (below national 47%). Our 3-year average of 33% compares to 46% nationally for disadvantaged pupils.

While our pupil premium strategy included comprehensive teaching, targeted academic support, and wider strategies focused on wellbeing and attendance, the outcomes demonstrate that we did not achieve our intended outcome of having more than 75% of disadvantaged pupils meet the expected standard. The significant year-on-year variation suggests we need to ensure greater consistency in our approach and more robust monitoring of the impact of interventions.

#### Attendance

Overall attendance for 2024/25 (2 terms) was 94.5%, close to the national average of 94.8%. Persistent absence was 12.1%, also close to national average (13.3%). This represents

progress towards our intended outcome of attendance for disadvantaged children being in-line with national, though we recognise from our previous strategy that disadvantaged pupil absence was 1.5% higher than their non-disadvantaged peers in 2023/24, with persistent absenteeism at 24% for disadvantaged pupils.

#### Wellbeing and Behaviour

Our investment in wellbeing support through MTEP (counselling, play therapy, Theraplay), Forest School, and our wellbeing hub has provided valuable support to individual pupils. Our Trauma Perceptive Practice and Essex Steps approaches require further embedding and consistency across all staff.

#### School Context Considerations

It is important to note that our school context changed significantly during this period. SEN Support increased from 14.60% in 2023 to 22.17% in 2024/25 (well above average), which represents a substantial increase in pupils with additional needs. This changing cohort profile has impacted on outcomes and highlights the need for our strategy to remain responsive to the evolving needs of our pupils.

#### Summary

Our previous strategy successfully maintained strong progress measures and improved writing outcomes significantly. However, we did not achieve our intended outcomes for disadvantaged pupils' attainment which indicates a need for greater consistency in implementation and more rigorous monitoring of impact. Our new assessment tracking system and staff training and monitoring is a priority in order to address this. Our revised strategy for 2025-28 addresses these areas with enhanced focus on mathematics teaching and more targeted support for low prior attainers and disadvantaged pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Trauma Perceptive Practice	Essex Local Authority
Nessy Learning Programme	Nessy Learning Ltd
Junior Language Link	Speech Link Multimedia Ltd
Times Tables Rock Stars	Maths Circle
Counselling	Tendring Families First
Play Therapy	Tendring Families First

## Further information (optional)

Our Pupil Premium strategy will be supplemented by additional actions which will not be funded by the pupil premium. This will include:

- Support from the Local Authority Attendance Team to enable us to maximise attendance
- School dog to provide nurture and emotional regulation support
- Extra-curricular after school clubs to further promote and support social and emotional and mental health
- ELSA to enhance the nurture and wellbeing provision (and to improve attendance)
- A more robust online system for recording and monitoring behaviour and safeguarding concerns
- Development of Character Virtues across the school to promote: Confidence, Courage, Collaboration, Ambition, Responsibility, Resilience, Respect; Empathy.
- External support from Maths Hub to improve maths outcomes.
- Embedding more effective practice around feedback.

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)