

Pupil premium strategy statement

Co-op Academy Broadhurst

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Co-op Academy Broadhurst
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25, 25-26, 26-27
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Regional Director
Pupil premium lead	Liz Wight/Jan Gough
Academy Community Council lead	Laura McCormick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,780

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged pupils are:

- To achieve as well as their peers who are not disadvantaged
- To attend school regularly
- To be able to access learning at home
- To have support with mental health
- To have a well developed vocabulary and cultural capital

The analysis of data across the Academy identifies gaps in attainment between pupils who receive pupil premium and those who do not. We have identified that language and vocabulary has a significant impact on attainment and for us early intervention is key. Interventions are carefully planned and targeted to improve language and vocabulary.

We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills and opportunities to create a level playing field and improve the life chances for all our pupils.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and families. There is a collective understanding of the impact of disadvantage on pupil's learning and staff at every level speak with one voice about our ambition for all our pupils and they fully understand the part they play in addressing educational disadvantage.

Pupils who receive pupil premium do not always have the same access to support with home learning and the practice of basic skills and reading at home so we offer support to parents who need or request it to help with home learning and early reading skills. We also support families where mental health is an issue and we fund our PSFA with pupil premium funding. The PSFA also supports families where attendance is below 95%.

Additional staff are allocated to each class specifically to support those pupils identified as not making similar progress to their peers with a focus on those receiving pupil premium.

As a Rights Respecting School we ensure all pupils, including those receiving PPG to have access to the same provision. This includes extra-curricular activities and breakfast provision. All pupils have the right to an education and to develop their skills and talents and the pupil premium funding enables us to ensure this happens.

Challenges

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

Challenge number	Detail of challenge
1	Nursery and Reception baseline assessments show that almost all our pupils are below ARE for Communication and Language on entry – this impacts on all areas but in particular progress with phonics, reading and writing.
2	Speech, language and communication needs across the school.
3	Exposure to a limited range of vocabulary impacts across the curriculum, particularly in reading and writing but also across the wider curriculum.
4	Feedback from class teachers states that for some pupils receiving ppg, support with homework is a challenge.
5	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This steadily improves through KS2 and more PP pupils are on track for ARE by the time they leave us. In writing the gap is generally wider than in reading and maths.
6	Data shows that the percentage of pupils receiving PPG who attend school regularly is below those of others and persistent absence is higher amongst this group.
7	Our assessments and observations have identified an increase in incidents of domestic abuse; issues with drugs and alcohol and Mental Health concerns. This has been further impacted by increasing financial difficulties.
8	Access to extra-curricular activities within school and externally is limited.
9	Aspirations and career related learning for all pupils but with a particular focus on children receiving PPG.

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
Children receiving PPG make similar progress and achieve as well as other children	<ul style="list-style-type: none"> Children receiving PPG achieve their end of year targets Children receiving PPG achieve ARE unless they are also learners with complex SEND. Children receiving PPG are supported to complete home learning and can apply the skills they have learned independently

Children who receive PPG attend school regularly and on time.	<ul style="list-style-type: none"> • Attendance for PPG is equal to national benchmarks • Analysis of attendance data is regular, identifies patterns and shows that the attendance gap is decreasing • PA is reduced significantly and is in line with national benchmarks
Children and families with identified mental health issues are achieving and happy in school.	<ul style="list-style-type: none"> • Children and families are identified as having a need • Parents feel supported and have access to the Mental Health Lead and PFSA in school • Raising awareness through MIND activities, Parent's forum, Assemblies etc • Regular mindfulness for all pupils • Children are confident to discuss mental health issues and strategies are in place so they can ask for support • We are a trauma informed school and all staff understand ACEs. • CAMHS referrals are being made in a timely way.
Children who receive PPG achieve similar outcomes to others with Communication and Language.	<ul style="list-style-type: none"> • Access to SaLT- The Speech Bubble and the Trust's SaLT • Early identification in Nursery • Language rich classrooms • Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts • There is an increase in the number of children receiving PPG achieving ARE in reading comprehension.

Activity in this academic 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: £2,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Research Groups - CPD for staff-sharing good practice.	Maths Hub approach.	5 No cost
Skills Builder Accelerator Plus programme to raise aspirations.	Careers Related Learning is a priority for raising aspirations for all pupils with a focus on pupils who receive PPG.	9 Skills Builder membership(CIC) - £745
White Rose Maths for long and medium term maths planning, resources and lessons to support home learning	Teaching and attainment is more consistent across the academy using this approach. Progress in maths is good and improving further. Point 17 from EEF Toolkit advocates 'Mastery Learning'. Mastery learning EEF (educationendowmentfoundation.org.uk)	4 and 5 Subscription Workbooks - £1800
CPD for all Class Support staff on understanding pupil premium and how to support children who receive PPG.	EEF- Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs <i>are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</i> https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	5 No cost

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

Budgeted cost: £93,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nursery and Reception pupils make progress with language understanding in line with others nationally using the Wellcomm Programme Additional TA to focus on EYFS interventions	WellComm assessments Nursery Baseline Reception Baseline BLAST Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 2 TA 0.4 (per week) - £14,767
Employment of a speech therapist from The Speech Bubble to assess and provide programmes for the targeted children	Pupil progress meetings Intervention analysis and termly assessments Assessments by the speech therapist to inform programmes delivered by TAs	1 and 2 Budgeted Cost - £2,454
The gaps in attainment are addressed and pupils are making accelerated progress in Maths and English by employing TAs to specifically teach interventions to groups including those receiving PPG	Data analysis, Pupil Progress Meetings Intervention Analysis Book checks Lesson observations Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	5 16 hours (per week) TA3 - £16,876 5 hours (per week) TA2 - £4,263
TAs in each class to teach English and Maths to groups in the lessons.	Data analysis, Pupil Progress Meetings Intervention Analysis Book checks Lesson observations	5 40 hours (per week) TA3- £42,196 8 hours (per week) TA2 - £6,821
Class parent's meetings to support parents with home learning and inform them of year group expectations	Parents asking for support Parent questionnaires	4
Support for homework linked to classroom learning. Roll out to the rest of Key Stage 2.	Impact of using Learning by Questions in Year 6.	4 £5748 for three years

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

Budgeted cost: £55,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a counsellor for 1 half a day a week to support children who experience barriers to learning as a result of home circumstances and mental health.	Boxall Profiles and Strengths and Difficulty Questionnaires. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7 CFC The counselling and family centre £3,510
We ensure that children receiving pupil premium can experience extra curricular activities and curriculum enhancements by funding these experiences for some children or offering them at a reduced price.	Past and ongoing discussions with parents about affordability of activities.	8 £1,000
Daily monitoring and phone calls to chase up absence. PFSA (Parent and Family Support Advisor) to monitor weekly figures. Half termly RAG rated letters sent home to families.	Attendance for pupils receiving PPG is lower than other children. PA is almost all children who receive PPG.	6 2 hours per week - £2,911
Employment of a PFSA support to families, liaise with external agencies and fulfil the role of DSL		7 1 FTE Salary (including on costs) minus the above £48,026

Total budgeted cost: £151,117

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.

The plan for 2024-2025 has been reviewed against each outcome.

Intended outcome	Success criteria	Impact
Children receiving PPG make similar progress and achieve as well as other children	<ul style="list-style-type: none">Children receiving PPG achieve their end of year targetsChildren receiving PPG achieve ARE unless they are learners with complex SENChildren receiving PPG are supported to complete home learning and can apply the skills they have learned independently	<p>In 2024-25 67% our children receiving PPG in EYFS achieved GLD. The gap was wider than the previous year but 50% also had a SEND need.</p> <p>In the Phonics Check pupils who receive PPG achieved higher than all pupils.</p> <p>In Key stage 1 children receiving PPG did not perform as well as their peers due to the complex needs of the cohort but all pupils made good progress from their starting points.</p> <p>In Key stage 2 the gap widened in Reading and Maths due to pupils who do not receive pupil premium improving overall and 57% of pupils receiving pupil premium also having a significant SEND need.</p> <p>In maths the gap narrowed from previous years.</p> <p>Our pupils receiving PPG were close to average in Reading and Maths but below in writing.</p>

Children who receive PPG attend school regularly and on time.	<ul style="list-style-type: none"> Attendance for PPG is equal to national benchmarks Analysis of attendance data is regular, identifies patterns and shows that the attendance gap is decreasing PA is reduced significantly and is in line with national benchmarks 	<p>Attendance for children who receive PPG was lower than pupils who do not due to a minority of families that did not attend regularly despite intervention and support from other agencies. The difference was 1.9 % which is an improvement of 0.5% from the previous academic year.</p> <p>We also saw a reduction in the persistent absence of pupils who receive PPG. It reduced by 18%.</p>
Children and families with identified mental health issues are achieving and happy in school.	<ul style="list-style-type: none"> Children and families are identified as having a need Parents feel supported and have access to the Mental Health Lead and PFSA in school Raising awareness through MIND activities, Parent's forum, Assemblies etc Regular mindfulness for all pupils Children are confident to discuss mental health issues and strategies are in place so they can ask for support We are a trauma informed school and all staff understand ACEs. CAMHS referrals are being made in a timely way. 	<p>Strategies are in place to support Mental Health and Wellbeing.</p> <p>The mental health lead and PSFA support children and families.</p> <p>Pupils take part in MIND activities and assemblies to promote well being.</p> <p>We have an active well being pupil council.</p> <p>A counsellor is employed 1 afternoon a week to support pupils.</p> <p>In pupil voice activities pupils say they know what to do and who to talk to if they need support.</p> <p>Pupils say they feel safe in school.</p> <p>All staff are Trauma Informed trained. Behaviour is good in school and there are very few instances of unacceptable behaviour as a result of this approach.</p>
Children who receive PPG achieve similar outcomes to others with Communication and Language.	<ul style="list-style-type: none"> Access to SaLT- The Speech Bubble Early identification in Nursery and support from the specialist SEN TA Language rich classrooms 	<p>In EYFS 100% of the children who receive PPG achieved a the ELG for Communication and Language.</p> <p>Children are referred to the Speech Bubble and the Trust SaLT and programmes are delivered by TAs.</p>

	<ul style="list-style-type: none"> Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts There is an increase in the number of children receiving PPG achieving ARE in reading comprehension. 	<p>Wellcomm is used to screen and deliver interventions for pupils in EYFS and new EAL pupils.</p> <p>Vocabulary is highlighted in lessons and new words are learnt weekly to develop their vocabulary. There is still a gap between PP and non PP in reading comprehension in Key Stage 2</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
Spelling Shed	Ed Shed
White Rose Maths/White Rose Maths Home Learning	Trinity MAT
Skills Builder	Enabling Enterprise
Little Wandle Phonics	Little Wandle Letters and Sounds
Learning By Questions	IbQ Software
WellComm	GL Assessment
Widgit	Widgit Online

