

Broadstone Middle School

Pupil premium strategy statement

At Broadstone Middle School our aim is to ‘prepare children for a life well lived’. To that end, we are passionate about developing the ‘whole’ child. We intend to use pupil premium to support in 4 key areas. We refer to these areas as our ‘4 pillars’ as they underpin the foundation for a successful life.

1. Knowledge Acquisition
2. Developing self-agency
3. Taking positive action
4. Preparation for work

School overview

Detail	Data
School name	Broadstone Middle School
Number of pupils in school	605
Proportion (%) of pupil premium eligible pupils	18.68%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dawn Wilks Executive Headteacher
Pupil premium lead	Donna Whittaker Pupil Premium Lead
Governor / Trustee lead	Craig Wilson lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,960
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	£128,960

Part A: Pupil premium strategy plan

Statement of intent

At Broadstone Middle School, it is our aim to prepare children for **'a life well lived'**. Therefore, children should have access to high-quality education, irrespective of their background, personal circumstances or prior experiences. We believe that all students can achieve. Due to their financial circumstances, some students are considered to be at a disadvantage compared to their peers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and do not subscribe to assumption bias.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate reading and numeracy levels below chronological age for many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally do not have as many opportunities to read at home and to read for pleasure. This affects their development of vocabulary and therefore their writing.
3	Attendance of a few disadvantaged families has a detrimental effect on their learning opportunities
4	Assessments, observations and discussions with pupils and teachers indicate that disadvantaged pupils are not making progress in line with their peers.
5	Assessments, observations and discussions with pupils, teachers and parents indicate that disadvantaged pupils do not have the same level of social and cultural capital as their peers. This is particularly obvious given our specific catchment.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem.
7	Our observations and discussions with pupils and families have identified that parental engagement and support is not as robust for many disadvantaged pupils. This puts them at further disadvantage as they progress through the curriculum.

8	Our assessments and observations identify that disadvantaged pupils arrive on entry with lower attainment than non-disadvantaged pupils.
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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
KNOWLEDGE ACQUISITION Develop Retrieval practices	Pupils will use retrieval practice effectively. A comprehensive programme of both spaced and interleaved retrieval will allow pupils to effectively secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning. Ability to articulate effective cognitive strategies that they have used to help support their learning.
KNOWLEDGE ACQUISITION Develop Retrieval practices	Our curriculum key learning components will be published in a book which children will be provided with to practice, expand upon and retrieve the key learning. These will be used for homework and as a tool for retrieval practice on key learning across the curriculum subjects and year groups.
KNOWLEDGE ACQUISITION To increase the number of disadvantaged children who achieve age related expectations in reading, writing and maths.	All children in receipt of pupil premium funding make the necessary progress to attain individualised targets.
SELF AGENCY Embed metacognitive strategies for children	Embed Metacognitive practices across the school. Pupils in KS2 will use retrieval practice effectively to secure information to long term memory, freeing up working memory to deepen understanding and foster more creativity in learning. This will continue into KS3 with pupils selecting the metacognitive strategies that work best for them in relation to their learning. Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn. Pupils will be more aware of themselves as a learner. They will experience a wide range of different cognitive strategies and will be able to articulate what cognitive strategies are more effective for them in what situations. In KS2 and KS3 pupils will be able to articulate aspects of self- regulation.
PREPARATION FOR WORK To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Persistent Absenteeism to be in line with peers Robust support program in place for families where needed and the attendance officer will use the BCP guidance and follow 10 in 10 approach. We have a Trust wide approach to attendance with standardized letters to be sent to parents. Inclusion Practitioners will be prompt and efficient in contact with families to unpick attendance issues and put support in place. Weekly attendance scan will track PP%

<p>PREPARATION FOR WORK</p> <p>To allow children to take more responsibility.</p> <p>To offer pupils the opportunity to develop skills and take part in extra-curricular activities.</p>	<p>Develop professional development roles allowing pupils to take responsibility across the school community.</p> <p>Ensure that children are given access to a range of extra- curricular activities in order to develop skills and interests.</p> <p>Careers educational offer mapped with involvement for PP students.</p>
<p>TAKING POSITIVE ACTION</p> <p>To achieve and sustain a supportive program for parental engagement and support</p>	<p>Parents will engage with the school and their children’s learning</p> <p>A program of support materials will be in place and available for parents.</p>
<p>TAKING POSITIVE ACTION</p> <p>To ensure all children achieve their potential, develop their cultural capital and overcome any external barriers to their learning.</p>	<p>Additional provision is implemented so that children eligible for PP fully access the broader curriculum entitlement and wider school experiences.</p> <p>External visitors invited into school.</p>

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 to raise achievement

Budgeted cost: £55,662

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of NFER tests in KS2 and GL assessments in KS3 to support teacher assessments.</p> <p>SATs test analysis to identify weaknesses and findings to be passed to KS3 and mock SATs to be used throughout year 6</p> <p>Research and Development of KS3 assessments to be agreed.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4, 8
<p>Improve attainment and progress in core subjects through improved online resources for interventions and homework.</p> <ul style="list-style-type: none"> - TT Rockstars in KS2 - Sparx Maths in KS3 	<p>EEF identifies that homework, diagnostics and feedback are all low cost, high impact strategies. All KS2 children have access to TTRockstars and KS3 children to Sparx Maths to help to ensure maths home learning is effective and targeted.</p>	1, 4, 8

<p>Continued development and embedding of metacognitive practices across the school. Pupils will use retrieval practice effectively to secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn.</p> <p>Pupils will be able to demonstrate the practices within Learn to Learn sessions and in KS3 through Retrieval based lessons.</p>	<p>EEF research on metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>John Hattie's Research https://www.activelylearn.com/post/metacognition</p> <p>Metacognition is based on research from EEF; evidence has shown that the development of metacognitive skills can bring progress of additional 7 months</p>	<p>1,2,3</p>
<p>Develop Retrieval Practices to align with best research practice Improved retrieval of knowledge and key learning Ability to articulate effective cognitive strategies.</p> <p>Development, publishing and embedding of key learning books across the school to be used within lessons and for homework</p>	<p>EEF Research https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Rosenshine's Principles of Instruction</p> <p>Tom Sherrington Rosenshine's Principles in Action (2019)</p> <p>Tom Sherrington Instructional Coaching</p> <p>DT Willingham Why Students Don't Like School? (2009)</p>	<p>1,2,3</p>
<p>Pupil progress meetings to take place in working groups to ensure barriers are discussed and procedures put in place for PP/SEND children within class. Unpicking barriers and addressing Ways In to support progress. This can then be followed up with 1:1 sessions with teachers.</p> <p>We will be focusing on SEND/PP/Catching up pupils within these discussions.</p>	<p>A pupil progress meeting allows educators to analyse and discuss factors that have supported pupils' progress and identify barriers preventing progress. Evidence is collected from day-to-day assessments, and then questioning is based on the data collected. This allows for the teacher to consider adjustments in their practice to improve outcomes.</p>	<p>1,2,3</p>

Targeted academic support

Budgeted cost: £40,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support within lessons</p> <p>Reading volunteers put in place to read fortnightly with KS2 pupils.</p> <p>1:1 Reading sessions for those who are ‘catching up’</p> <p>Reading club in KS2 to enhance reading for pleasure.</p> <p>Access to library</p> <p>Tutor read daily across the school.</p>	<p>Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted reading interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Continuing with the National Tutoring Programme aims to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been impacted. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Pre-teach KS3 sessions to be run in Maths.</p> <p>Intervention sessions to be run in KS2 in Maths and English.</p> <p>Small group planned tutoring for some of the pupils who have significant gaps in Maths and English.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Mentoring</p> <p>Mentoring EEF</p>	<p>1, 4</p>
<p>To create and utilise a one page profile of our pupil premium learners. Identifying how they learn best and strategies that will allow them to achieve.</p> <p>To focus on Pupil premium children in our pupil progress discussions and give constructive feedback to support their learning.</p> <p>To deploy teaching assistants to support those who are disadvantaged/SEND in lessons.</p>	<p>The EEF states that one factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap. By knowing our pupils well teaching can be fully focused on their needs.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.</p>	<p>4, 6, 8</p>

Wider strategies

Budgeted cost: £58,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide holistic support for PP pupils to enable students to access learning. We have appointed Inclusion Practitioners to work across the key stages to work with vulnerable pupils. We also currently have a Youth Worker and Pastoral Worker in post alongside our Bespoke Provision staff. We offer pastoral support through our Hive provision.</p> <p>MyConcern used as a reporting and record keeping of concerns.</p>	<p>Issues that schools are now expected to deal with are increasingly complex and serious. We need to ensure that we have the right training to be able to ensure that we can meet the needs of our most vulnerable students.</p> <p>The DfE guidance, Promoting children and young people's mental health and wellbeing, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system.</p>	<p>5, 6</p>
<p>To improve attendance for PP pupils. Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance. Target for attendance of PP pupils is no more than 1% below that of their non-PP peers PA for PP pupils is no more than 3% above that of their non-PP peers.</p> <p>Inclusion practitioners are in place to track attendance and meet with parents to discuss attendance issues as a proactive supportive procedure.</p> <p>Supervised before school club allows children to be onsite earlier than the school day at no extra cost – this does support some of our working families.</p>	<p>Research identifies clear link between attendance and achievement. Poor attendance also impacts on social development and friendship groups</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3, 5, 7</p>
<p>Parental engagement through focus groups as most are keen to support their child's learning, but they seek more support from us to do so. Homework and Key learning workshops will be offered to parents.</p> <p>Parent and pupil voice surveys will be undertaken to gain feedback and identify areas to improve or support further.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>

<p>Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.</p>	<p>To open up and develop home/school communication- focusing on the impact of the money on the child’s overall education. To foster a collaborative approach with PP families and positive relationships. To ensure pupils have the ability to access opportunities and experiences.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	<p>5, 7</p>
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<p>To equip children with the resources they need to access learning and continue to make progress in their home studies.</p> <p>To run a supervised after school homework club to support working families.</p>	<p>To ensure the children feel a valued member of the school community.</p> <p>Pupils to be given the key learning books and stationery as required.</p> <p>Homework EEF</p>	<p>5,7</p>
<p>To inspire learners to pursue learning in their own areas of interest or strengths.</p> <p>To provide “UBC” opportunities.</p>	<p>To develop our knowledge of each individual Pupil Premium child and support them to engage in extended learning opportunities and have a lasting affect towards their motivation and passions.</p>	<p>5,6,7</p>
<p>To allow children to take more responsibility within school.</p> <p>To develop a personal development program of activities around the school that allows the children to work within the school community to feel valued.</p> <p>To offer the pupils the opportunity to take part in a positive action volunteer role.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>
<p>To offer pupils the opportunity to develop skills and take part in extra-curricular activities.</p>	<p>To create a program of a wider range of extra-curricular activities that all children can take part in to build new skills, resilience and for them to feel valued.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

Total budgeted cost: £154,874

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 2023 to 2024 academic year.

Please see Pupil Premium Strategy 2021-2024 for more details.

2023/2024

We have continued to develop our metacognitive and retrieval practices and have developed a key learning booklet for all children within the school to aid their retention of key knowledge. This will continue to be rolled out further in the next academic year.

Engagement with extracurricular clubs by PP pupils has improved since last year, although we are still looking at increasing them further:

Out of 113 PP children...

28% have attended at least one extra-curricular club this year

10% have attended more than two extra-curricular clubs this year

19% have represented BMS in sports fixtures

4% have represented BMS in more than 2 sports fixtures.

6% have attended house leader training

10% of cast members for our school performance were PP

Ringfencing PP funding to allow pupils to attend trips and purchase educational resources or support without parents worrying about cost has continued to be effective. All children attend all curriculum day trips whether they have contributed or not although having the funds available for these parents mean the shortfall can be made up when they cannot afford it. A number of PP children have also taken part in residential trips using the ringfenced money to supplement this.

Smaller class sizes had a positive impact academically to support the transition from primary to secondary. This was less evident in year 8 and the pupils did not have enough diversity to support social interactions. One member of the teaching staff has commented that PP pupils who were previously silent in class are now regularly contributing to discussions. Although class sizes have increased for this year, there are still PP specific classes of smaller size.

We changed the format for pupil progress meetings this year and groups of teachers that teach the same children discuss their progress across the curriculum. Teachers are then also able to request any additional support for the pupils and work together to address any barriers within the classroom. Classroom strategies and barriers are recorded and trialed by teachers. We will be looking at developing this further as the new tracking system rolls out.

The gap between PP and whole school attendance has narrowed, although whole school attendance continues to be an issue post-lockdown in line with national figures.

We have struggled with staffing capacity this year due to, recruitment and retention and unforeseen absences, this has meant that some areas that we had intended to implement have been slower to embed such as the parental focus groups to support them on learning how we teach certain subjects and on the pre-teach sessions.

Professional and personal development opportunities for students have continued to have a positive impact as the children have developed their community focus and undertaken roles that have enhanced their feeling of belonging.

2024/2025

We purchased NFER tests for year 5, year 6 have used past SATs papers and we purchased GL assessments in KS3. These standardized tests have been supportive in allowing us to identify which children are performing at a level alongside their peers and who is in need of more support. We are now in a position to embed these further and we are starting interventions groups for these pupils as of September.

TTRockstars and Sparx maths are both continuing to be used across the schools as tools to support homework and in particular Sparx maths is being used to effectively target children's gaps. We have set up times in school for children to complete these so that they have support readily available and computers if they are unable to access this at home. We will be continuing with these programs to support the maths curriculum further. PP pupils were also provided with key learning books to support metacognition, retrieval and home learning.

As a school, our focus on metacognitive strategies and retrieval processes is at the heart of our curriculum. We have designated lessons where these skills are taught and practiced within the curriculum and then pupils explore and use these strategies within their home learning. We are now at a stage where we have a clear intent, strategies have been implemented which will continue and now we will be focusing on the impact throughout this year.

Pupil progress meetings have taken place throughout the year, however in KS3 we adapted the format as we struggled to find capacity to release KS3 staff due to absences throughout the year. Now that we have a format that works, we will be embedding this further with a focus on adding to the PP pupils one-page profiles. This has begun to be implemented and is a priority on the school development plan.

After school club data shows increased participation from our PP children in some of the clubs. For example 29% of the tennis club in summer term were PP participants – we will need to capture further data this year. Please see table below for further details on club participation. In addition to the after-school clubs we have run after-school interventions for year 6 children to boost confidence in Maths and reading with a focus on PP and catching up children which was well attended.

We have had significant staff changes within the pastoral team which has affected how robust our attendance support for families was during the latter part of the year. We have restructured our pastoral team and now have Inclusion Practitioners in place who will be focusing on specific case loads and providing a pastoral approach for families. We recognize that our PP attendance was below national and some of the pupils were experiencing school based anxiety – a graduated response was taken to support and the new structure to our Inclusion team will strengthen this to increase attendance.

Our PP guarantee to families will also continue where they can request funding support for a range of resources and provision to support their children's learning.

Our Key focus for upcoming year: Focus on attendance, parental engagement and pupil profiles which will be clearly tracked and monitored for impact.

Term	Club	Number of Students	Number of PP Students	% that are PP	
Autumn	KS2 Netball	20	2	10%	
	Boys Football	31	4	13%	
	Robotics	37	7	19%	
	Girls Football	30	4	13%	
	Football	32	4	13%	
	KS3 Netball	30	2	7%	
	KS2 Boys Football	35	7	20%	
	Tennis	25	3	12%	
	Rugby	9	1	11%	
	Spring	KS2 Netball	31	2	6%
KS3 Boys Football		39	6	15%	
Robotics		21	3	14%	
Girls Football		29	3	10%	
Football		31	8	26%	
KS3 Netball		31	2	6%	
KS2 Boys Football		28	5	18%	
Tennis		31	7	23%	
Rugby		9	1	11%	
Chess		7	0	0%	
Table Top Games		3	1	33%	
Summer		KS2 Netball	20	1	5%
		Robotics	13	1	8%
	Girls Football	34	6	18%	
	Football	27	4	15%	
	Tennis	28	8	29%	
	Rugby	10	1	10%	
	Chess	4	1	25%	
	Table Top Games	3	0	0%	
	Rounders	25	4	16%	
	Volleyball	13	2	15%	
	Athletics	20	1	5%	
	TRU (Tag Rugby??)	7	0	0%	
	Cricket	11	1	9%	

Externally provided programmes

Programme	Provider
TTRockstars	Maths circle ltd
Sparx Maths	

Service pupil premium funding

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.