

Pupil premium strategy statement – Broadoak Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	794
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Lis Jolley,</i> Interim Headteacher
Pupil premium lead	<i>Mrs Rose Hooke,</i> Associate Assistant Principal
Governor / Trustee lead	<i>Sarah Mathews,</i> PP Lead of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	296,526.67
Pupil premium funding carried forward from previous years	
Total budget for this academic year	296,526.67

Part A: Pupil premium strategy plan

Statement of intent

At Broadoak Academy (BA), we believe that every student deserves the opportunity to thrive, regardless of background or circumstance. Guided by the Cabot Learning Federation's intent and values, our Pupil Premium strategy is designed to remove barriers, raise aspirations, and ensure equity of opportunity.

We use Pupil Premium funding to improve life chances for students who have experienced disadvantage, enabling them to achieve outcomes that are at least in line with, and ideally exceed, those of their peers locally and nationally.

Statement of Intent: Our Key Objectives

1. Attendance

- **Objective:** Disadvantaged students attend regularly, with rates in line with non-disadvantaged peers and above the national average.

2. Belonging

- **Objective:** Every student who has experienced disadvantage feels a strong sense of belonging and inclusion across all aspects of academy life.

3. Curriculum Access

- **Objective:** The taught and wider curriculum prioritises disadvantaged students, ensuring they make progress at least in line with their peers.

4. Quality First Teaching

- **Objective:** High-quality teaching enables disadvantaged students to achieve outcomes that match or surpass those of non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge																				
1	<p><u>Assessment and Attainment (KS4 Outcomes)</u></p> <p>2024-2025</p> <table border="1"> <thead> <tr> <th></th> <th>Av Points</th> <th>A8</th> <th>Basics 9-4</th> <th>Basics 9-5</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>3.06</td> <td>30.55</td> <td>41.8</td> <td>21.8</td> </tr> <tr> <td>Non PP</td> <td>4.39</td> <td>43.86</td> <td>72.5</td> <td>39.1</td> </tr> <tr> <td>GAP</td> <td>-1.95</td> <td>-19.45</td> <td>-31.00</td> <td>31.3</td> </tr> </tbody> </table> <p>Despite year-on-year improvement in the progress of priority students at Broadoak Academy, significant attainment gaps remain between disadvantaged and non-disadvantaged students across key measures.</p> <p>As evidenced above, in 2024–2025, disadvantaged students achieved an average Attainment 8 score of 30.55 compared to 43.86 for non-disadvantaged peers, with a Basics (9–4) gap of 31 percentage points and a Basics (9–5) gap of 17.3 percentage points.</p> <p>While the gap is narrowing, the rate of improvement is slower than our ambition, and closing this gap remains a critical priority to ensure equity and high outcomes for all.</p>		Av Points	A8	Basics 9-4	Basics 9-5	PP	3.06	30.55	41.8	21.8	Non PP	4.39	43.86	72.5	39.1	GAP	-1.95	-19.45	-31.00	31.3
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2	<p><u>Assessment and Attainment (KS3)</u></p> <p>Assessments, observations and discussion with KS3 pupils indicate that while disadvantaged pupils are making progress in their subjects, they generally have lower levels of progress than their non-pp peers. This impacts their progress in all core subjects.</p> <p>In the last academic year, disadvantaged students underperformed in comparison to their peers in a range of subjects between AP1 and AP2 across KS3.</p>																				
3	<p><u>Attendance</u></p> <p>Over the past two years, attendance among disadvantaged pupils has consistently been 5–6% lower than that of non-disadvantaged peers. Disadvantaged students are also significantly more likely to be persistently absent. In 2023–2024, 42.2% of disadvantaged students were persistently absent</p>																				

	<p>compared to 23.4% of non-disadvantaged students, highlighting a substantial gap.</p> <p>Our analysis indicates that persistent absenteeism is a key barrier to progress and attainment for disadvantaged students. This challenge is particularly acute in Year 11, where attendance among disadvantaged students fell to 78.4% in 2024–2025, down from 82.8% the previous year, and remains below the academy average.</p> <p>Closing this attendance gap is essential to improving outcomes and ensuring equity for all learners.</p>
4	<p><u>Behaviour and Belonging</u></p> <p>Analysis of current data indicates that, while disadvantaged students receive positive recognition through the house point system at similar rates to their non-disadvantaged peers, they are twice as likely to be removed from the classroom for behaviour concerns. This pattern has a direct impact on their learning time and overall progress.</p> <p>The trend begins early: in Year 7, disadvantaged students account for 69.1% of negative behaviour incidents, despite representing only 34.5% of the cohort. This disproportionate representation highlights a significant challenge in ensuring equitable access to learning and maintaining high expectations for all students.</p>

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 outcomes among disadvantaged pupils across the curriculum at the end of KS4.	<p>Increased positive outcomes for students evidenced by:</p> <ul style="list-style-type: none"> • KS4 performance measures in 2026/27 will demonstrate that disadvantaged pupils achieve an average Attainment 8 score above the national average, at least 4.6 and at least 65% pass GCSE maths and English at grade 5 or above. • The attainment and progress gap between students who experience disadvantage and those that don't will continue to close across the 3 years. • Post-16 pathways will demonstrate that all students are in education or training and are aspirational
Improved progress and attainment among disadvantaged pupils across the curriculum for all year groups at KS3.	<p>Sustained increase in progress evidenced by:</p> <ul style="list-style-type: none"> • KS3 DOOYA measures in 2026/27 will demonstrate that disadvantaged pupils achieve at least in line with their peers

	<ul style="list-style-type: none"> • DOOYA measures for students will positively trend upward between AP1 and AP2 and this will be sustained across KS3 • The attainment and progress gap between students who experience disadvantage and those that don't will continue to close across the 3 years.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance of students who experience disadvantage will continue to trend upwards each academic year and continue to close the gap between them and their peers. • Attendance of priority students will be at 94% or above by 2026/2027 • The percentage of all pupils who are persistently absent being below that of the current national figure of 26.2% nationally. • the figure among disadvantaged pupils being no more than 10% lower than their peers.
To achieve and sustain improved positive achievement and wellbeing for all pupils, including those who experience disadvantage	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations will display high levels of satisfaction and safety among students who experience disadvantage • a significant increase in participation in enrichment activities (Such as DofE), particularly among disadvantaged pupils. • Reduction of referrals from classroom-based learning to ensure under representation in negative behavioural data. • Reduction in suspension rates for those who experience disadvantage • Homework completion rates, across all year groups, to increase to be in line with their peers.

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: 233,600,86

Activity	Evidence that supports this approach	Challenge number(s) addressed
Completing enhanced professional development to support responsive teaching to meet the individual needs of all students	https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf	1
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF	1, 2, 4
Retention of highly effective support staff to provide continuity of care and provision for students, including those who experience disadvantage.	https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf This considers the deployment of support teaching staff to facilitate the academic achievement of those who experience disadvantage. To secure positive outcomes, we will need to continue retain staff with experience to deliver our strategy inline with the government guidance.	1, 2,3

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

Budgeted cost: £57,431,36

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Recruitment of an academic mentor to support with a range of students at KS4 to improve progress, outcomes and well-being of students</p>	<p>https://assets.publishing.service.gov.uk/media/67f6537790615dd92bc90da9/Using_pupil_premium_guidance.pdf This considers the deployment of teaching staff and teaching staff to support the academic achievement of those who experience disadvantage. To secure positive outcomes, we will need to recruit and retain staff to deliver our strategy inline with the government guidance.</p>	<p>1, 2, 3, 4</p>
<p>One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £5,494,45 (Additional cost for staffing under teacher retention budget above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of attendance liaison support officer to to implement attendance strategies inline with the academy's AIP.</p>	<p>EEF supporting school attendance - reflection and planning tool.pdf</p> <p>Guidance from the EEF suggests an insurance of holistic approaches to build up a full picture of a child's context around attendance. Retention of staff in the role of ALSO will allow us to continue this work to support the attendance of our students who have experienced disadvantage.</p>	3
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/school-attendance-absence</p> <p>Further resources from EEF: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	3
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year 2024-2025, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- 1. The attainment 8 gap between students that experience disadvantage and those that do not had decreased marginally from the year previous.*
- 2. The attendance gap between students who experience disadvantage and those that do not has remained the same. It was 8.7% for the academic year 2024-2025 and currently sits at 8.7% for the academic year 2025-2026*
- 3. While whole school suspension figures are continuing to drop, students who experience disadvantage are still overrepresented in the suspension data*
- 4. PP students at Key Stage 3 made significant improvements across a wealth of subjects in their assessment outcomes from AP1-AP2.*

To evaluate the performance of our disadvantaged pupils, we have compared their outcomes with those of disadvantaged and non-disadvantaged pupils at both national and local levels, as well as against our own non-disadvantaged cohort. We recognise that these results reflect the lingering impact of Covid-19 disruption, which affected pupils and schools differently.

The data shows that we are making progress towards maximising the potential of all students, but there is still work to do. Strategies focused on attendance and enhanced academic support at KS4 have delivered measurable improvements, and these will be strengthened further through our updated approach for the coming years. The intention is to continue to good work from our famous five intervention, as this had significant impact for those included.

In addition to attainment data, we have drawn on school-level evidence and observations to assess wider factors influencing performance, including attendance, behaviour, belonging, and wellbeing. While disadvantaged students receive positive recognition proportionate to their cohort size, they remain overrepresented in negative behaviour incidents, indicating a need for continued focus on responsive teaching and inclusive classroom practice.

Overall, the performance of disadvantaged pupils has not yet reached our expectations, **but** we are on track to achieve the ambitious outcomes set for 2026/27, as outlined in the Intended Outcomes section.

Our evaluation of the approaches delivered last academic year indicates that in-school intervention having a more widely evidenced impact than the external providers used, and therefore the decision has been made to discontinue those interventions and strengthen the in-house provision provided by our specialist colleagues.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Pastoral Mentoring	360 Mentoring
Year 11 Academic Mentoring	JHF
Mental health support	MHST- OTR
Mental Health support- 1-1 Counselling	WantedNotWasted Counselling Service

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>SPP was used to assign a staff member to act as a Service Children Liaison Officer to plan and deliver pastoral support. Activities delivered included:</p> <ul style="list-style-type: none">• Supporting pupils and families with mid-year admissions.• Acting as the main point of contact for service families daily including liaison with military welfare teams.• Delivering academic support, assessing needs, and tailoring teaching to address learning gaps.• Providing financial support to facilitate enrichment and leadership opportunities
The impact of that spending on service pupil premium eligible pupils
<p>We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers. Service children continue to perform highly and attend well.</p>

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising support from our local [Mental Health Support Team](#) and other providers, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also ensure a pupil premium review from our governing body and link councillor to get an external and objective perspective with positive critical challenge.

We triangulated evidence from multiple sources of data including exams and assessment outcomes, learning drop-ins, attendance data, engagement in class, book scrutiny, and conversations with parents, students and teachers, to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. This has informed our whole-school professional development programme for academic years 2024-2025.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.