

Pupil premium strategy statement - Leeds and Broomfield 2026 - 2029

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leeds and Broomfield COE School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	16% (13 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 - 2029
Date this statement was published September 24	
Date on which it will be reviewed	September 2027
Statement authorised by	Fiona Steer
Pupil premium lead	Fiona Steer
Governor / Trustee lead	Zoe Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,530
Pupil premium funding carried forward from previous year	£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	£25,530

Part A: Pupil premium strategy plan

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality rounded, nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."

Respect

Resilience

Empathy

Curiosity

Honesty

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

Nurture Principles Nurture – 'It is about learning – breaking down barriers'.

- Children's learning is understood developmentally. 'Strong foundations for all, flourish'.
- The classroom offers a safe base. 'Everyone important, valued, 'God's love'
- The importance of **nurture** for the development of wellbeing. 'Nurturing education'
- Language is a vital means of communication. 'Develop whole child'
- All behaviour is communication. 'Develop whole child'
- The importance of transition in children's lives. 'Whole child – not fall down'

Statement of intent

Ultimate objectives for disadvantaged (pupil premium) pupils at Leeds and Broomfield CEP School

- Close the attainment gap between disadvantaged pupils and their peers. Ensure that disadvantaged pupils make at least expected progress in reading, writing maths to continue to narrow the gap towards expected and beyond.
- Improve disadvantaged pupils attendance and reduce persistent absence so they access high quality teaching and wider curriculum and pastoral opportunities.
- Increase disadvantaged pupil's access to cultural capital (experiences, trips, first schools, art, music) so they develop knowledge and vocabulary that supports classroom learning and personal development.
- To support disadvantaged pupils to have good mental health and well being and develop strategies they can use when things are not going so well. Continue to build their resilience.

How this strategy works towards those objectives

- Prioritise Tier 1: high-quality teaching (systematic phonics, vocabulary and talk-rich classrooms, staff CPD and curriculum clarity) so fewer disadvantaged pupils require intensive catch-up.
- Deliver Tier 2: targeted academic support (structured phonics keep-up, precision one-to-one interventions) closely aligned to classroom curriculum and assessment.
- Provide Tier 3: wider approaches to address non-academic barriers (attendance

casework, subsidised breakfast club places, targeted family engagement, cul-tural capital funding) to increase time in school, wellbeing and readiness to learn.

Key principles of the strategy

- Evidence-led: we have chosen approaches proven to be effective for primary-aged disadvantaged pupils, emphasising EEF guidance (oral language, phonics, attendance and breakfast-club evidence) and the DfE Menu of Approaches Tiered Model.

Whole-school alignment: activities will be embedded in the curriculum, linked to

assessment and monitored through the school improvement cycle and governing-body oversight.

- Targeted & proportionate: universal, high-quality classroom practice first; additional targeted support for pupils with identified need, and intensive wider strategies for complex barriers (e.g., long-term poor attendance).
- Strong implementation: plan, train, monitor fidelity and adapt (use EEF A School's Guide to Implementation principles).
- Safeguarding and inclusion: interventions respect confidentiality and safeguarding; strategy supports personal development and wellbeing as per OFSTED priorities.

We do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We will:

Our Review Process

Pupil premium progress is high on the agenda. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce lighttouch reviews annually. Through our termly vulnerables meeting we also discuss families some of which are pupil premium and ways to move forward, offer support, signpost and support them emotionally and academically as our vision says 'developing the whole child'.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and high persistent absence among pupil premium pupils (PP attendance 88% ; PP persistent absence rate 30%) — causing missed learning, social development and reduced access to interventions.
2	Pupils have unsettled and unstable home environments - leading to low mental health and well being in pupils.
3	Gaps in early reading and phonics for some disadvantaged pupils has reduced progress within reading and writing which hinders confidence in decoding, fluency and stamina in decodable writing.
4	Limited cultural capital and experiential knowledge for some disadvantaged pupils (limited access to trips, music, arts and forest-school-related opportunities) that reduces background knowledge and vocabulary needed to support reading and writing.

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 attendance and reduced persistent absence for PP pupils (address Challenge 1)	Increase PP attendance from 88% to 93% over two years; first year targets: reduce PP persistent absence from 30% to 15%. Fewer missed sessions for PP pupils eligible for targeted attendance casework; earlier response (first day response for absences) and personalised attendance plans for persistent absentees. Evidence: EEF attendance guidance and evidence brief (promising parental engagement and responsive, personalised approaches). (Education Endowment Foundation: Attendance context/evidence brief)
Improve pupils SEMH and well being (address challenge 2)	All pupils Boxall in September. If support is required - a tailored approach is planned. Use of Boxall strands to guide. The progress of a pupil is tracked by Boxall. Pupils have opportunities to access group sessions and bespoke 1:1 sessions. 70% of pupils that access the nurture provision lower their values are developmental and diagnostic by the end of first year. Behaviour incidents reduce by at least 50% for 10/13 pupils.

	EEF 3 Low cost - impact of 4+ months progress Developing high quality curriculum / meeting the needs of pupils
Close the gap in both outcomes and progress between PP and all pupils (challenge 3)	By the end of year, targeted PP groups show progress above in reading and writing - use of colourful semantics when needed. Increase in PP reading comprehension scores: reduce proportion below ARE in reading from current level (school data: 33% below) by at least 30% within 12 months. EEF 1- oral language interventions - high impact - very low cost Developing high quality curriculum / meeting the needs of pupils
Increased PP access to cultural capital and curriculum-enriching experiences (address Challenge 4)	All PP pupils receive at least one subsidised educational visit each year. All pupils access enrichment opportunities such as music events, sports events or clubs run by staff members. Teacher planning evidences explicit pre-teach vocabulary and post-visit retrieval tasks to link experience to curriculum knowledge; assessment shows improved application of new knowledge in writing tasks (termly monitoring). Evidence base: DfE/EEF Menu of Approaches on cultural capital/extracurricular benefits.

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: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>investment in staff to provide nurture provisions which support pupils gaining skills to self regulate</i> <i>Mount lodge / sensory swimming.</i>	EEF attendance evidence - personalised , early work,	1,2
<i>Nurture provision</i> <i>(also support non-eligible for funding)</i>	EEF 3 Low cost - impact of 4+ months progress Developing high quality curriculum / meeting the needs of pupils	2
<i>Colourful semantics - embedded across all classes.</i> <i>(also support non-eligible for funding)</i>	EEF 1- oral language interventions - high impact - very low cost Developing high quality curriculum / meeting the needs of pupils	3
<i>Targeted teaching assistant interventions - precision teaching</i> <i>(also support non-eligible for funding)</i>	EEF 2 moderate impact for moderate cost Developing high quality curriculum / meeting the needs of pupils	3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teaching assistant interventions</i> <i>(also support non-eligible for funding)</i>	EEF - moderate impact for moderate cost Teaching assistants deployment and interventions	2,3
<i>Nurture support for 1:1 sessions.</i>	EEF - moderate impact for moderate cost Interventions to support language development	2

<i>Targeted small groups linked to stands of Boxall.</i> <i>(also support non-eligible for funding)</i>		
--	--	--

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

Budgeted cost: £ 1, 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
outdoor/ active learning in maths and English to reinforce concepts <i>(also support non-eligible for funding)</i>	EEF + 1 month of progress Supporting pupils social, emotional and behavioural needs.	3
<i>subsidies towards uniform, trips and activities</i>	EEF- moderate impact low cost Communicating and supporting parents - financial vulnerability.	4
<i>Outside nurture provision - including guinea pigs.</i> <i>(also support non-eligible for funding)</i>	EEF Supporting pupils social, emotional and behavioural needs.	1,2
Whole-school attendance strategy with early, personalised follow-up: first-day calling, home visits (by attendance lead), personalised <i>(also support non-eligible for funding)</i>	EEF attendance evidence: some promise for parental engagement (personalised letters/texts) and responsive, casework approaches; overall evidence is mixed but personalised, early work is recommended. (Education attendance plans, incentives (non-stigmatising) and partnership with families to address barriers (transport, health, routines). Use targeted parental engagement ('nudge' letters/texts) and responsive work with social services where needed.	1

Total budgeted cost: £25, 530

Governor monitoring and evaluation

Governors monitor the pupil premium strategy and its effectiveness through a termly review with the headteacher against the success criteria stated. Adjustments are made where strategies are showing limited impact.

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.

Targets for Statutory Assessments	Outcomes Previous Year
EYFS GLD	70%
Phonics Screen Year 1	75%
MTC	8/16 50%
Pupils achieving the expected standard in combined Reading, Writing, & Mathematics in Year 6	38% 6/16 pupils
Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Mathematics in Year 6 (4 pupils)	1/4 25%
Pupils achieving the expected standard in Year 6 Reading	10/16 63%
Writing	9/16 56%
GPS	7/16 44%
Mathematics	6/16 38%
Proportions of Disadvantaged pupils achieving the expected standard in Yr6 (4 pupils)	
Reading	25%
Writing	25%
GPS	25%
Mathematics	25%
Targets for Statutory Assessments	Outcomes Previous Year
EYFS GLD	70%

Phonics Screen Year 1	75%
MTC	8/16 50%
Pupils achieving the expected standard in combined Reading, Writing, & Mathematics in Year 6	38% 6/16 pupils
Disadvantaged pupils achieving the expected standard in combined Reading, Writing, Mathematics in Year 6 (4 pupils)	1/4 25%
Pupils achieving the expected standard in Year 6 Reading	10/16 63%

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
active maths and English	Teach Active
colourful semantics	Integrated treatment services

