

# Pupil premium strategy statement – Broomhill Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	107
Proportion (%) of pupil premium eligible pupils	13/107 = 12%
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> )	2 years 2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Barnes
Pupil premium lead	J Barnes
Governor / Trustee lead	C Steenbrugge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,840
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>	£ 23,840

# Part A: Pupil premium strategy plan

## Statement of intent

This strategy is an integral part of our School Culture and is embedded within our School Improvement Plan.

At Broomhill Infant School, we nurture a sense of inclusivity and belonging, filling our pupils with confidence and pride which enables them to dream big no matter what their background might be. We actively listen to our pupils and offer a wide range of extra-curricular activities and enrichment opportunities that strengthens their learning and helps them pursue their aspirations. We greatly value the strong relationships we share with all stakeholders. Our ultimate goal is for every pupil to achieve their fullest potential and leave Broomhill Infants as a confident, well-rounded individual.

We acknowledge that, if we get it right for the disadvantaged pupils, we will get it right for everyone. Therefore, we are ambitious for ALL pupils, including SEND, EAL and our disadvantaged pupils, to achieve in line with their peers; both academically and also in their personal development so that each and every child becomes personally, emotionally, socially and physically effective to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed choices and decisions throughout their lives. We prepare our children for later life by linking our curriculum to careers, and exploring these careers with them. Our intention is that pupils make good or better progress, achieve high attainment across all subject areas and that they can recall and articulate their learning. In short, our aim is that pupils can do more, know more and can remember more and are ready for life outside of school.

High quality teaching, targeted academic support and addressing the wider barriers to learning 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 gap for the disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

### **To ensure the effectiveness of our approaches, we will:**

- Ensure that disadvantaged pupils have full access to the school's provision and are able to participate in all activities and opportunities available to them.
- Ensure disadvantaged pupils' (and all pupils) are challenged by using Higher Order Thinking skills to formulate questions which will deepen and broaden pupils' knowledge and understanding.
- Ensure that disadvantaged pupils' (and all pupils) needs are met.
- Adapt the environment to ensure that all pupils get the curriculum offer they deserve.
- Act early and intervene at the point the need is identified.
- Make inclusivity and belonging part of our culture.
- Ensure a whole-school commitment, with all staff responsible for supporting the outcomes of disadvantaged pupils (and all pupils), encouraging ambition, and cultivating a growth mindset across the school.

## Challenges

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

Challenge number	Detail of challenge
1	A lack of resources means that many of our families cannot give their children the enrichment opportunities they deserve and need.
2	Addressing the attainment gap between our disadvantaged and non-disadvantaged pupils whilst also receiving more children with higher and complex needs.
3	Communication and language impairments.
4	Consistency in the retention of key knowledge across all subjects.
5	Focus on writing; specifically handwriting and spelling.
6	High mobility, new arrivals and EAL. Approximately 62% of our pupils arrive at Broomhill with little or no English.
7	Improve attendance still further. Close the attendance gap for FSM children. Close the attendance gap for PA children.

## 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
All pupils have the opportunity to access enrichment opportunities at BIS.	<ul style="list-style-type: none"> <li>All pupils feel a sense of belonging at Broomhill Infants School.</li> <li>All pupils have the opportunity to go on school visits and attend events within school such as the VR headset day.</li> <li>All pupils have the opportunity to attend at least one after school club activity of their choice per term.</li> <li>Every class has a full day per week in the forest school garden.</li> <li>Lots of enrichment on offer for all including guitar and piano lessons, French club, singing club, science and art club, sports club.</li> </ul>
Narrowing the attainment gap. To provide and maintain an exceptional quality of education and to increase the attainment of disadvantaged pupils across all year groups and thereby narrow the	In England, disadvantaged pupils still finish secondary school an average of 19.1 months behind their peers, a gap that grew during the pandemic and shows no sign of closing (Education Policy Institute, 2025). For many, the issue runs deeper than lost knowledge; it's about pupils missing the skills, strategies, and confidence to take charge of their learning. Five years on from the first school closures, the aftershocks are clear: a 'literacy recession', shorter attention spans, heightened anxiety, and disrupted social development. All pupils felt the impact, but

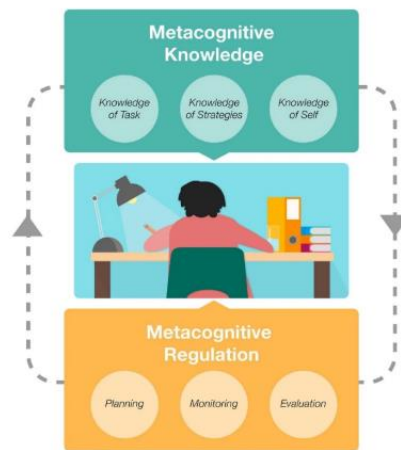
gap between the disadvantaged and others through a tiered approach:

1. high-quality teaching for all,
2. targeted academic support, and
3. wider strategies to support pupils in the year ahead.

those from disadvantaged backgrounds were hit hardest. Closing this divide means more than academic catch-up. We must equip young people, especially the most disadvantaged with self-regulation, resilience, and independent learning skills: the tools that will help them thrive long after they leave school.

*Ref: Empowering Disadvantaged learners as researched by Haffsah Nazir, Assistant Principle for Teaching and Learning & Professional Development at The Hathershaw College.*

- SLT will know the school and the pupils really well; pupils will have a strong sense of belonging.
- Inclusion and safeguarding will be threaded through the curriculum.
- SLT will have fostered a collaborative culture.
- All staff know who the vulnerable pupils are (pupils can be vulnerable for any reason – even just have moments of vulnerability). Pupil Profiles are reviewed regularly.
- Teachers will have an awareness of the attendance of the pupils in their class.
- High quality modelling of the learning tasks will ensure success for all.
- The pupils will transition from learned helplessness to learned industriousness.
- Teachers uphold the high expectations of the leadership – improved teacher standards.
- Broomhill Infants has a well sequenced curriculum with end points.
- Lower attainers will be supported with exceptional modelling and live marking; high attainers will be challenged through live marking and Quigley's Higher Order Thinking questions.
- The pupils will know to flick back to a known exemplar in the books and copy the method to breed success:



#### Metacognitive Knowledge

This refers to knowledge of the task, strategies, and ourselves.

We approach any learning task with some knowledge of:

- **Knowledge of Task**—the type of activity
- **Knowledge of Strategies**—what strategies might be useful
- **Knowledge of Self**—our own abilities and emotions

#### Metacognitive Regulation

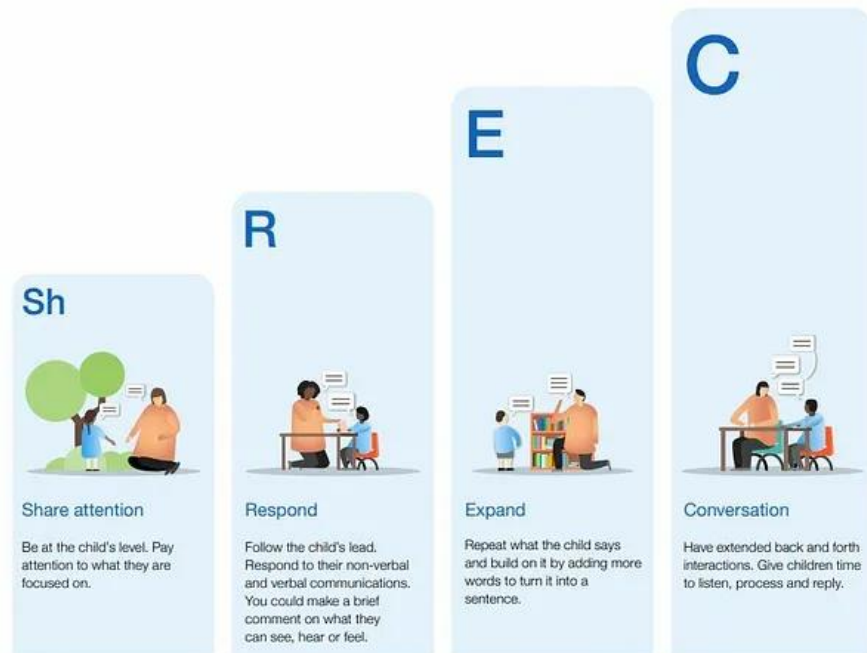
This refers to how we apply this knowledge to a learning task.

It can be broken down into three stages:

- **Planning**—how we are going to tackle a task
- **Monitoring**—our success and adapting when necessary
- **Evaluation**—of the learning process

Improvements in Communication and language.

Make time for conversation with every child – not just the most confident and chatty. Use the ShREC approach to engage young children in high quality interactions.



Children who communicate well can make friends, play, resolve conflicts and tell us how they are feeling.

We know that children thrive on conversation with people they have a strong relationship with.

Structure language to maintain high expectations in quality interactions and answering in full sentences using the language structures eg Tower Hamlets or Alex Quigley:



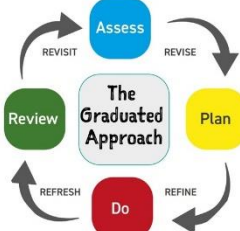
## Toolkit – Accountable Talk

Agreement	Disagreement	Clarification	Confirmation	Confusion	Extension
I agree with _____ because...	I disagree with _____ because.	Can you repeat that please?	Yes, I found more evidence which links to what you said....	I don't understand... I'm confused about... What did you mean when...	I was thinking about what _____ said. To add, I think
I believe the same as _____. Why? Because...	I respectfully disagree...  Looking at the text/source/evidence, I think you are wrong. In the text it says...	What is your evidence for this?  Why do you think that ?  How did you come to this conclusion?	You did a great job explaining this...	I'm unsure what you meant by _____.	I was wondering about what _____ said and wondering if...  What _____ was talking about makes me think of....

Consistency in the retention of key knowledge across all subjects.

The wider curriculum offer for KS1 is now embedded and is taught across a two-year cycle. Retention of Knowledge is achieved by:

- Memorable, practical learning (use of concrete manipulatives)
- The graduated approach to curriculum impact reviews and implementing the next steps



- Floor Books will contain speech bubbles which will evidence the Higher Order Thinking (H.O.T) among the gifted and talented pupils
- Active lesson starts - These activities help consolidate prior knowledge - are short, engaging tasks at the beginning of class designed to capture student attention, prepare them for the day's topic, or review previous learning. They help set a productive tone for the rest of the lesson
- Flashback sessions will be built into the daily timetable, enabling the teacher to 'flashback' to previous learning aided by the children's books, learning journey walls and floor books
- EYFS:
  - Linked provision
  - Key concepts and vocabulary sent home
  - Engaging the children in role play
  - Singing Songs

Writing outcomes improve; particularly handwriting and spelling.

### Handwriting:

#### 1. Consistent Letter Formation

	<ul style="list-style-type: none"> <li>• Pupils form all lower-case and capital letters correctly and with consistent size by end of Year 1.</li> <li>• Handwriting books and moderation show 90% of KS1 pupils form letters correctly in writing.</li> </ul> <p><b>2. Increased Fluency and Speed</b></p> <ul style="list-style-type: none"> <li>• Pupils write more fluently and legibly, with reduced reliance on copying or tracing by end of Year 2.</li> <li>• Writing samples show 90% of Year 2 pupils writing full sentences.</li> </ul> <p><b>3. Improved Posture and Pencil Grip</b></p> <ul style="list-style-type: none"> <li>• Pupils demonstrate correct sitting posture and pencil grip during writing tasks.</li> <li>• Observations show 90%+ of children use correct grip and posture consistently by end of Year 1.</li> </ul> <p><b>Spelling:</b></p> <p><b>1. Improved Phoneme–Grapheme Correspondence</b></p> <ul style="list-style-type: none"> <li>• Pupils, including EAL, mobile and other disadvantaged learners, can accurately spell CVC and CCVC words using taught phonemes.</li> <li>• Phonics and spelling assessments show ≥80% accuracy in Phase 2–5 grapheme use by Year 1.</li> </ul> <p><b>2. Increased Spelling of High-Frequency/Tricky Words</b></p> <ul style="list-style-type: none"> <li>• Pupils can spell a greater number of high-frequency and common exception words appropriate to their year group.</li> <li>• Year 1 and 2 children meet or exceed expectations in spelling common exception words (e.g., 85%+ in dictated sentences).</li> </ul> <p><b>3. Reduction in Gaps for Mobile, EAL and other disadvantaged Pupils</b></p> <ul style="list-style-type: none"> <li>• Spelling gaps between other pupils and mobile/EAL / disadvantaged learners are reduced over two terms.</li> <li>• Progress data shows accelerated progress for mobile, EAL and disadvantaged pupils</li> </ul> <p><b>4. Independent Use of Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Pupils use strategies like “look, say, cover, write, check” or spelling tabs independently in writing sessions.</li> <li>• Lesson drop-ins and pupil voice show 75%+ of pupils can describe and demonstrate a spelling strategy they use.</li> </ul>
High Mobility, New arrivals and EAL are catered for.	Assess the new arrivals using the EAL Star assessment tool. The tool evaluates reading, writing, speaking, and listening. It then assigns each child a band level which links with the DfE recommended bands. The band levels provide targeted strategies to support and develop their learning and understanding.



	<p>Also, we use the 'select language' function as part of the website offer for families not familiar with the English language.</p> <p>For the pupils, we have books that have been translated into other languages in our Dual Language Book section of the school library.</p> <p>We have two EAL Champions in school who have been trained by the local authority EAL team.</p>
Targeted improvement for attendance	<p>The school has completed an attendance audit and has clear targets:</p> <ul style="list-style-type: none"> <li>• An increase to attendance for FSM pupils</li> <li>• An increase to attendance for pupils with SEND</li> <li>• A Y1 pupil being off a reduced timetable by Easter and having improved attendance</li> <li>• A Y1 pupil having better punctuality and her late arrival not impacting her attendance further.</li> <li>• An FS2 pupil having improved attendance ready for transition to Year 1.</li> <li>• A focus on the pupils in the 85%-90% attendance banding to support them to attend more regularly and prevent them being persistently absent.</li> </ul>

## 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: £ 7790

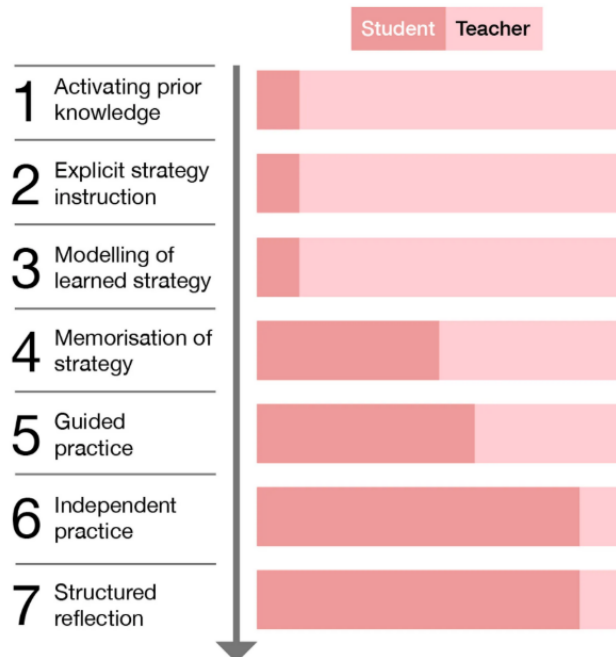
Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths	<p>To continue to make exceptional progress in maths.</p> <p>To continue to teach at the point of need.</p> <p>To provide challenge as well as support to pupils at the point of need.</p> <p>To provide adequately resourced concrete manipulatives to support and make abstract concepts tangible, helping students visualise, explore, and understand ideas hands-on, which</p>	1,2,3,4,5,6,7



	<p>builds conceptual understanding, supports problem-solving, reveals misconceptions, encourages discussion, and bridges the gap to abstract thought. <b>Grace Coker</b>  Content and Engagement Specialist (Mathematics)  Grace Coker is the EEF's specialist for mathematics</p>	
English	<p><b>Build a strong phonics foundation</b></p> <ul style="list-style-type: none"> <li>• Use the Little Wandle scheme to ensure consistent delivery of Systematic Synthetic Phonics across classes</li> <li>• Embed phonics throughout the day, not just in discrete sessions.</li> <li>• Regularly assess phonics knowledge and intervene early for mobile pupils who may have gaps.</li> </ul> <p><b>Emphasise Oracy and Vocabulary Development</b></p> <ul style="list-style-type: none"> <li>• Develop a rich language environment – use songs, rhymes, chants and storytelling to develop phonological awareness</li> <li>• Staff CPD around Structured Language Development, specifically using the Tower Hamlet project</li> <li>• Staff CPD around Curiosity Training – Attention Autism</li> </ul> <p><b>Handwriting:</b></p> <p><b>Consistent Letter Formation</b></p> <ul style="list-style-type: none"> <li>• Pupils form all lower-case and capital letters correctly and with consistent size by end of Year 1.</li> <li>• Handwriting books and moderation show 90% of KS1 pupils form letters correctly in writing.</li> </ul> <p><b>Increased Fluency and Speed</b></p> <ul style="list-style-type: none"> <li>• Pupils write more fluently and legibly, with reduced reliance on copying or tracing by end of Year 2.</li> <li>• Writing samples show 90% of Year 2 pupils writing full sentences.</li> </ul> <p><b>Improved Posture and Pencil Grip</b></p> <ul style="list-style-type: none"> <li>• Use images, real objects and gestures to link new words to meaning</li> <li>• Repetition and Rehearsal – repeated exposure to high frequency and subject specific words</li> </ul> <p><b>Use Multisensory Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Tactile activities – sand trays, magnetic letters, playdough letters, rainbow writing.</li> <li>• Look, Say, Cover, Write, Check – Teach this explicitly and model frequently</li> <li>• Spelling tabs – personal dictionaries where children collect words that trip them up</li> </ul> <p><b>Tailor Support for New Arrivals in-year</b></p> <ul style="list-style-type: none"> <li>• EAL Champions to baseline quickly – assess new pupils' phonics and spelling asap using EAL Star</li> <li>• Buddy system – pair mobile learners with peers who can model the routines and language.</li> </ul>	1,2,3,4,5,6,7

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Pupil Progress Meetings	<p>Two factors that have the strongest evidence to support the hypothesis that they will improve pupil attainment are:</p> <ul style="list-style-type: none"> <li>• teachers’ content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</li> <li>• quality of instruction, which includes using strategies like effective questioning and the use of retention and recall strategies.</li> </ul> <ul style="list-style-type: none"> <li>• Pupil Progress meetings are focused on: <ul style="list-style-type: none"> <li>• Challenging those pupils who are / could be greater depth with Bloom’s higher order thinking.</li> <li>• Targeted interventions for those pupils who could get to ARE. Specific conversations are had around the disadvantaged and how the gap will be closed.</li> </ul> </li> </ul>	1,2,3,4,5,6,7

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High Quality Curriculum offer for ALL	Empowering Disadvantaged learners as researched by Haffsah Nazir, Assistant Principle for Teaching and Learning & Professional Development at The Hathershaw College. The result of the pandemic has taught us that independence and resilience doesn't happen by accident. It must be explicitly taught, modelled, and scaffolded, and that's where the EEF's Seven Step Model to Independence, from its Metacognition and Self-Regulated Learning Guidance Report, comes in (Education Endowment Foundation, 2018).	1,2,3,4,5,6,7																														



The 'lesson clock' is a structured sequence aligned with the Seven Steps, guiding pupils towards confident, self-directed learning during 'focus time'.

Implementing the Lesson Clock

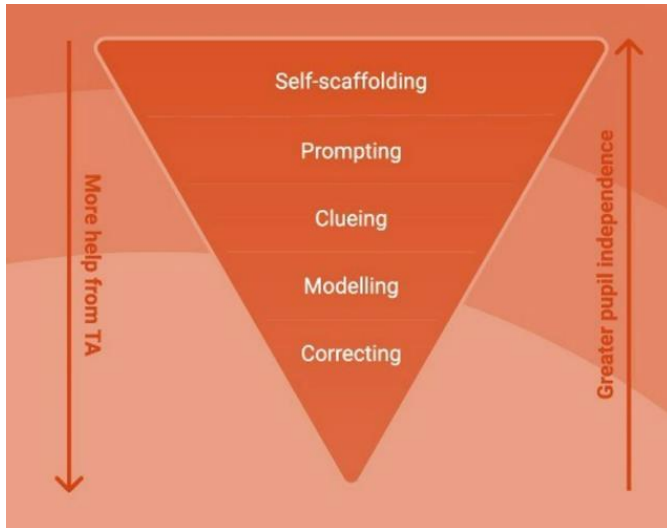
**1. Daily Review** – Activating prior knowledge through quick retrieval, priming pupils for new learning (Rosenshine, 2012; EEF, 2018).

**2. Explicit Instruction & Modelling** – Clear explanation and demonstration, making thinking visible (Rosenshine, 2012).

**3. Memorisation & Guided Practice** – Supported rehearsal with scaffolds and prompts, following the gradual release model: I do → We do → You do (Fisher & Frey, 2014; EEF, 2018).

**4. Independent Practice (Focus Time)** – Pupils work unaided, applying strategies and building confidence. Teachers facilitate, monitor, and offer targeted feedback only where needed.

During the Focus Time phase, the teacher acts as a facilitator, circulating to check understanding, offer targeted feedback, and step in only where necessary. This is one of the most significant leaps towards true student independence: an extended period in every lesson where learners engage in meaningful tasks, take ownership of their work, and experience the satisfaction of achieving it on their own. The EEF Guidance Report on Metacognition and Self-Regulated Learning is clear: independent practice works best when pupils are taught to plan, monitor, and evaluate their own work (EEF, 2018). For disadvantaged learners, who may have had fewer opportunities to

	<p>develop these skills outside school, this explicit teaching can be transformative.</p> <p>Simple reflective prompts like “What strategy will you use?” or “How will you check your answer?” encourage all pupils, especially those lacking academic confidence, to pause, reflect, and take ownership of their learning.</p> <p>Also, we have drawn on the Effective Deployment of Teaching Assistants documentation to use strategic deployment, purposeful scaffolding and the ‘least help first’ approach. We are confident that TA support can be transformed into a driver of pupil independence. This relies on both teachers and teaching assistants stepping back at the right moment, ensuring pupils, particularly those from disadvantaged backgrounds, develop the confidence and self-regulation to succeed.</p>  <p>For disadvantaged pupils, owning their learning is transformative. Embedding the EEF’s Seven Steps into the rhythm of the lesson clock, and making space for purposeful Focus Time, means we’re not just teaching content, we’re teaching pupils how to learn for life. The challenge now is clear: make independence a deliberate, daily habit in every classroom.</p>	
High quality enrichment offer for ALL	<p>Our offer of high-quality enrichment is exceptional.</p> <p>Our Forest School Practitioner needs regular CPD and networking opportunities to ensure that the best practice continues to permeate throughout our Forest School offer.</p> <p>School will cover the cost of after school activities up to £50 per term, enabling disadvantaged pupils to take full advantage of the extensive enrichment offer.</p> <p>Visits / outings and residential stays are covered by school enabling disadvantaged pupils to experience a</p>	1,2,3,7

	wealth of opportunities to enhance their prior knowledge and skills.	
Pupil Profiles	<p>Children who are considered to be disadvantaged have a pupil profile which is written and updated by the class teacher and follows them through school.</p> <p>This serves to do a number of things:</p> <ul style="list-style-type: none"> <li>• Makes everyone aware of who these pupils are</li> <li>• Gives some context to the pupils' barriers to learning</li> <li>• Keeps these pupils in sharp focus</li> </ul>	1,2,3,4,5,6,7
CPD for staff	<p>Measuring the impact of CPD on the staff that undertook the training and, on the pupils, will begin in Jan 2026.</p> <p>CPD is around Structured Language, EAL new arrivals, Curiosity Programme (Attention Autism), LEAP.</p>	2,3,4,5,6,

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

Budgeted cost: £ 8,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up and keep up phonics sessions (small groups)	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 3, 4,6,7
Spelling Zappers and Precision Teach	<p>Graham, S and Santangelo, T (2014). Does Spelling instruction make student better spellers, readers and writers? A meta-analytic review: Springer Science and Business Media</p>	2, 3, 4, 5, 6, 7

	<p><b>Abstract</b> Despite the importance of spelling for both writing and reading, there is considerable disagreement regarding how spelling skills are best acquired. During this and virtually all of the last century, some scholars have argued that spelling should not be directly or formally taught as such instruction is not effective or efficient. We conducted a comprehensive meta-analysis of experimental and quasi-experimental studies to address these claims. The corpus of 53 studies in this review included 6,037 students in kindergarten through 12th grade and yielded 58 effect sizes (ESs) that were used to answer eight research questions concerning the impact of formally teaching spelling on spelling, phonological awareness, reading, and writing performance. An average weighted ES was calculated for each question and the quality of included studies was systematically evaluated. Results provided strong and consistent support for teaching spelling, as it improved spelling performance when compared to no/unrelated instruction (ES = 0.54) or informal/incidental approaches to improving spelling performance (ES = 0.43). Increasing the amount of formal spelling instruction also proved beneficial (ES = 0.70). Gains in spelling were maintained over time (ES = 0.53) and generalized to spelling when writing (ES = 0.94). Improvements in phonological awareness (ES = 0.51) and reading skills (ES = 0.44) were also found. The positive outcomes associated with formal spelling instruction were generally consistent, regardless of students' grade level or literacy skills.</p> <p>Precision Teaching offers a robust and dynamic approach to optimise learning for each child. While it requires an investment of time upfront for planning and data collection, the returns, both in terms of academic achievement and child well-being, are immeasurable.</p> <p>The flexibility of this approach allows it to be implemented in a variety of classroom contexts. So, whether you teach a class of uniform ability or one with diverse educational needs (e.g. those with dyslexia, dyscalculia, dysgraphia), Precision Teaching can be a remarkably effective and practical tool.</p> <p><b>References</b></p> <p>- Johnson, K., &amp; Layng, T. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist, 47*(11), 1475-1490.</p> <p>- Kubina, R. M., &amp; Yurich, K. K. (2012). The Precision Teaching book. Lemont, PA: Greatness Achieved Publishing Company.</p>	
Catch up maths (small group)	Evidence shows effective math interventions involve structured, explicit teaching, <a href="#">explicit feedback</a> , <a href="#">mastery learning</a> , <a href="#">metacognition</a> , and <a href="#">collaborative learning</a> , delivered by trained professionals in small groups, building on prior knowledge	2, 3, 4, 5, 6, 7



	and using concrete tools like story-books and games, leading to sustained progress, especially for disadvantaged learners. Key strategies include trained TAs, and consistent progress monitoring to build confidence and address misconceptions systematically.	
Nurture, breakfast and wider enrichment	<p><b>Evidence for Breakfast Clubs from the Institute of Fiscal Studies (IFS)</b></p> <p>-</p> <p><b>Academic Gains:</b> Disadvantaged Key Stage 1 pupils gained about two months' progress in reading, writing, and maths.</p> <p><b>Behaviour &amp; Concentration:</b> Improved behaviour and concentration in classrooms, benefiting all students, not just breakfast club attendees.</p> <p><b>Attendance:</b> Increased attendance and reduced lateness.</p> <p><b>Wider Benefits:</b> Better eating habits, improved nutrition, and stronger parent engagement reported by schools.</p> <p><b>Evidence for Nurture Groups –</b></p> <p><b>Focus:</b> Support social, emotional, and mental health needs, fostering self-esteem and attachment.</p> <p><b>Effectiveness:</b> Some evidence suggests improved emotional regulation and social skills.</p> <p>Quality enrichment such as our forest school provision and our after-school club offers have a very positive impact on our learners, their well-being</p>	1, 2, 3, 4, 6,7

	and their social and emotional development.	
LEAP (Language Enrichment Activity Programme)	<p>LEAP - Language Enrichment Activity Programme. Cotterill, Catherine – Research Report generated by Camtree</p> <p>Findings: The LEAP project aimed to improve communication skills in Y1 children with SEN.</p> <p>Short-term success was measured by improved scores in TROG and RAPT tests.</p> <p>Long-term success was measured by improved sub-level scores in reading and writing.</p> <p>Wider outcomes included improved behaviour and social interaction.</p>	1, 2, 3, 4, 5, 6, 7
Attention Autism	<p>The impact of Attention Autism on early social communication skills, June 2020: Beyond Autism, Laura Maasland.</p> <p>References:</p> <p>Chang, Y., Shire, S., Shih, W., Gelfand, C. and Kasari, C. (2016). Preschool Deployment of Evidence-Based Social Communication Intervention: JASPER in the Classroom. Journal of Autism and Developmental Disorders: 46 (6): 2211-2223.</p> <p>Murza, K., Schwartz, J., Hahs-Vaughn, D. and Nye, C. (2016). Joint attention interventions for children with autism spectrum disorder: a systematic review and meta-analysis. International Journal of Language &amp; Communication Disorders: 51 (3): 236-251.</p>	1, 2, 3, 4, 5, 6, 7
Lego Workshop	Could You Give Me the Blue Brick? LEGO®-Based Therapy as a Social Development Program for Children with Autism Spectrum Disorder: A	1, 2, 3, 4, 5, 6, 7

	<p>Systematic Review. National Library of Medicine: Brain Sci. 2021 May 26;11(6):702. doi: <a href="https://doi.org/10.3390/brain-sci11060702">10.3390/brain-sci11060702</a></p> <p>Brodie, C. (2017). Using Lego Therapy with Autistic Pupils. National Autistic Society: <a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a></p> <p>Melville, K. M. K.-L. (2024). "Talk to me about the LEGO!" A qualitative exploration of autistic students' experiences with LEGO-Based Therapy. Cambridge Educational Research e-Journal, 11, 109-128. <a href="https://doi.org/10.17863/CAM.114525">https://doi.org/10.17863/CAM.114525</a></p>	
SEN Hub	<p>Education endowment Foundation – Special Needs in Mainstream Schools. The recommendations are:</p> <p><b>Create a positive and supportive environment for all pupils without exception</b></p> <ul style="list-style-type: none"> <li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li> <li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. <ul style="list-style-type: none"> <li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li> </ul> </li> </ul> <p><b>Build an ongoing, holistic understanding of your pupils and their needs</b></p> <ul style="list-style-type: none"> <li>Schools should aim to understand individual pupil's learning needs using the graduated approach of</li> </ul>	2,3,4,5,7


	<p>the 'assess, plan, do, review' approach.</p> <p>]</p> <p><b>Ensure all pupils have access to high quality teaching</b></p> <ul style="list-style-type: none"> <li>• To a great extent, good teaching for pupils with SEND is good teaching for all.</li> <li>• Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li> <li>• The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> <li>• flexible grouping;</li> <li>• cognitive and metacognitive strategies;</li> <li>• explicit instruction; <ul style="list-style-type: none"> <li>• using technology to support pupils with SEND;</li> </ul> and</li> <li>• scaffolding.</li> </ul> </li> </ul> <p><b>Complement high quality teaching with carefully selected small-group and one-to-one interventions</b></p> <ul style="list-style-type: none"> <li>• Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEN.</li> <li>• High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• The intensity of intervention (from universal to targeted to specialist) should increase with need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> <li>• Interventions should be applied using the principles of effective implementation described in the EEF's guidance report A School's Guide to Implementation.</li> </ul> <p><b>Work effectively with teaching assistants</b></p> <ul style="list-style-type: none"> <li>• Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> <li>• TAs should supplement, not replace, teaching from the classroom teacher.</li> <li>• The EEF's guidance report Deployment of Teaching Assistants provides detailed recommendations.</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,600

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

<p>Improved Attendance and, in particular:</p> <ul style="list-style-type: none"> <li>• An increase to attendance for FSM pupils</li> <li>• An increase to attendance for pupils with SEND</li> <li>• A Y1 pupil being off a reduced timetable by Easter and having improved attendance</li> <li>• A Y1 pupil having better punctuality and her late arrival not impacting her attendance further.</li> <li>• An FS2 pupil having improved attendance ready for transition to Year 1.</li> <li>• A focus on the pupils in the 85%-90% attendance banding to support them to attend more regularly and prevent them being persistently absent.</li> </ul>	<div data-bbox="563 174 662 365">  <p>Volume 37, Issue 2 April 2015</p> </div> <div data-bbox="774 159 1189 248"> <p>JOURNAL ARTICLE</p> <h3>Daily, Monthly, Yearly Attendance Data Charts: Improved Attendance Equals Improved Achievement Scores</h3> <p>Get access</p> <p>Jamie Mahoney</p> </div> <div data-bbox="774 275 1110 329"> <p>Children &amp; Schools, Volume 37, Issue 2, April 2015, Pages 125–128,  <a href="https://doi.org/10.1093/cs/cdv002">https://doi.org/10.1093/cs/cdv002</a>          Published: 02 February 2015 Article history</p> </div> <div data-bbox="774 344 986 362"> <p>Cite Permissions Share</p> </div> <div data-bbox="788 392 836 407"> <p>Extract</p> </div> <div data-bbox="788 418 1219 674"> <p>Pellegrini (2007) stated, "School is one of the main social agencies contributing to the creating of the 'citizen'; playing a paramount role in teaching essential skills to enable them to function in their environment" (p. 63). According to Altman and Meis (2012–2013), "Each year, 7.5 million or about 15% of K–12 students are absent from school for an entire month" (p. 319). Student attendance is pertinent to providing engaging and effective instruction enabling students to become productive citizens. Teachers cannot teach students who are not in attendance, and making up missed assignments is nearly impossible in the fast-paced and time-sensitive classrooms of today's society. School absenteeism is detrimental to the students and to our society (Pellegrini, 2007). One day of missed instruction increases the gap between what has been learned and what has not been learned. As students continue to miss instructional time this gap widens and makes learning more difficult for students to catch up with their peers. Every instructional day counts. Every</p> </div>	<p>2, 3, 4, 5, 6, 7</p>
<p>Providing excellent enrichment opportunities for all including forest school and a range of clubs, trips and visits, including visitors to school and residential.</p>	<p>Enrichment for All: Benchmarks to build belonging, skills and opportunity – DofE report</p> <p>Ruth Marvel OBE, CEO of The Duke of Edinburgh's Award, said:</p> <p>"Enrichment activities are a crucial part of a quality education for all young people - helping them to develop essential skills for life and work, explore their individual interests and talents, and build meaningful relationships with trusted adults and peers. This important research shows that the benefits of enrichment also go further, helping to boost school attendance and student engagement, especially for more disadvantaged students.</p> <p>"As the Government grapples with a school attendance crisis and skyrocketing numbers of young people not in education, employment or training, this research offers practical, common-sense solutions. Guaranteeing all young people access to high-quality enrichment activities in school will not only boost well-being and improve skills, but it will also create an educational environment where every child feels like they belong."</p>	<p>1, 2, 3, 4, 7</p>

## 2.1 Defining Enrichment

Enrichment currently lacks a single agreed definition. This report uses a definition that draws on work by the National Youth Agency, articulations by both the DCMS and DfE<sup>2</sup>, as well as The Duke of Edinburgh's Award<sup>3</sup> and NCS definition in *Beyond the Classroom*. It states that:

**Enrichment** refers to a broad range of activities and experiences that support young people's social, personal, and educational development. These can take place in schools, community settings, or beyond, and may be led by volunteers or paid staff.

Enrichment includes positive programmes such as clubs, volunteering, outdoor learning, arts and culture pursuits, sports, trips, social action, and other non-formal learning activities. Central to all enrichment is support from a trusted adult. These experiences help young people:

- » Explore their values, beliefs, and the issues that matter to them
- » Build confidence, voice, and influence
- » Develop essential life skills and talents to reach their potential

Good quality enrichment centres young people's voices, safeguards their wellbeing, and respects their individuality.

Benchmark	Core elements
<b>1 Develop a stable enrichment programme</b>	Structured enrichment offer with leadership backing and dedicated staff capacity. Minimum 80 hours per pupil, per year.
<b>2 Sustain a broad and balanced programme</b>	Diverse and comprehensive offer covering: citizenship, arts and culture, skills, sports and physical activity and outdoor learning and adventurous activities. Facilitated by 'trusted adult' and mentors.
<b>3 Link enrichment with wider school activities</b>	Embed enrichment within wider school priorities including overall outcomes, career pathways, attendance, behaviour. Measure data.
<b>4 Respond to interest of pupils and staff</b>	Embed youth voice and choice, along with insights from parents, teachers, and providers.
<b>5 Target pupils at risk of missing out</b>	Ensure provisions in place for those furthest from participation, monitor levels of engagement.
<b>6 Work in partnership with external providers</b>	Commission/build partnerships with external providers to build a more comprehensive offer.
<b>7 Work to clear outcomes</b>	Establish aspired outcomes based on recognised benchmarks, monitor against them and support self-reflection.
<b>8 Continuously improve quality and impact</b>	Support staff skills and training, evaluate regularly, incorporate feedback and promote continuous learning.

Working more closely with the Family Intervention Service to upskill parents.

**How will the Family Intervention Service help me?**

Your intervention worker will work with you, the services already involved with the family and important people in your lives to help you achieve your goals.

Your worker will visit you in the family home and will talk with your child or children to find out how they feel and what they want to happen.

They will organise regular Team Around the Family meetings (TAFs) with you and your support network to review the plan of support and make sure everyone is working together to support you to make the changes you want to achieve.

0114 203 7485  
<https://www.sheffield.gov.uk/familyhelp>

**What our families say...**

You fought for me, believed in me, went above and beyond and made me feel accepted and normal. Your support was just what we needed to point us in the right direction.

It is an understatement to say that your support has changed our lives! My child's confidence has grown so much. Thank you from the bottom of my heart.

She gives me time to be completely honest, without judgement. I can see light at the end of the tunnel.

**Family Intervention Service**

A guide for Sheffield families

Get the right help at the right time!

Sheffield City Council

1, 2, 3, 6, 7





**Total budgeted cost: £ 23,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Broomhill Infant School has continued to work on the areas for improvement as outlined in the inspection report (Nov 2023) and has worked tirelessly to ensure progress is rapid in order to improve outcomes for all children.

Pupil Progress meetings continue to be half-termly and the data is carefully monitored, leading to targeted interventions and the narrowing of the gap between the disadvantaged and others.

The school continues to use Tracker+ in conjunction with Pupil Progress meetings to thoroughly analyse data and address gaps in pupils' learning. This gets addressed through a combination of quality first teaching and targeted interventions. The headteacher ensures that the latest research is always considered and implemented where it is believed that it will have a positive impact. Teaching assistants' timetables are heavily weighted in terms of interventions. The long-term impact of the pandemic has included reduced resilience and social and emotional skills. Consequently, some of our most vulnerable pupils now require additional support with emotional regulation, and staff have undertaken professional development in emotional coaching and trauma-informed practice.

Our mixed-age classes are streamed for core subjects in the mornings and work in mixed year groups in the afternoons. This structure promotes peer support, builds confidence and independence, and allows older pupils to develop leadership and empathy, while younger pupils learn resilience, communication, and coping strategies through positive role modelling.

Of the 13 Pupil Premium pupils, two have complex and specific additional needs, and their progress has significantly influenced the overall outcomes for the Pupil Premium group. In addition, two other pupils are affected by domestic abuse, and staff have been trained in emotional coaching, which we link to the Zones of Regulation, and trauma-informed practice to support them. This has an impact on the families' daily lives, particularly in relation to attendance and the need for ongoing regulation strategies.

Ongoing work around vulnerable children:

1. Every class teacher produces Pen Profiles for their Pupil Premium children. These give a more detailed account of other barriers to learning that our Pupil Premium children may have. These factors have significantly impacted on the gap in attainment between Pupil Premium children and others.

2. Teachers will continue to work alongside the SENCO and the leadership team to ensure that progress and well-being is monitored and timely interventions are put in place to support these children to be as successful as they can be in all aspects of school life. When judging the impact of our Pupil Premium Strategy by academic outcome, the following is considered:

We have a relatively low percentage of PP children in comparison to national average; therefore, it is important to look beyond the raw data. Many of our disadvantaged children have complex and varied needs.

Where our disadvantaged pupils do not have SEND, they normally attain within the expected range or above in comparison to the national average however missed school time has been seen to negatively impact this group of children and is still a targeted area for improvement.

Disadvantaged pupils also show increased confidence & engagement in learning as a result of targeted interventions, greater levels of support, access to extra-curricular activities and our exceptional Forest School provision.

3. Children leaving our school at the end of Y2 are ready for the next stage of their education in their Junior schools and for life outside school as a good citizen, who can interact with peers and self-regulate as appropriate.

## 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.*

Programme	Provider
White Rose Maths	White Rose Education
Systematic Synthetic Phonics	Little Wandle
Get Set 4 PE	Arches School Sport Partnership
PSHE / RSE	Jigsaw
Music	Out of the Ark
RE	Sheffield Sacre Syllabus
Science / Art	Developing Experts
Widget	Widget Software

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*

- Here at Broomhill, we foster a sense of belonging and we like to give the children experiences that they will remember for a lifetime, such as our annual Seaside and pantomime days, not to mention stepping back in time to visit Manor Lodge and Mary Queen of Scots, a visit to Kelham Island Museum to discover how Sheffield evolved from a small settlement into an industrial giant, mastering steel production for everything from cutlery to massive engineering projects, featuring Bessemer Converters and the story of Harry Brearley (inventor of stainless steel). As well as all of this, the children enjoy local walks, visits to the local library and singing at the local church lunchtime club for the elderly. Our Y2 leavers have a special residential trip to Gulliver's Theme Park. Most of these are expensive trips which school heavily subsidises.
- We invest heavily in:
  - Our hub for the SEND children because we understand that every child is unique and deserves the best curriculum offer and care that we can give them. Staffing involves a fully qualified teacher/SENCO, and two teaching assistants.
  - Our Forest School provision, which each class experiences for a full day each week, and where the children not only learn how to be scientists, artists, designers, mathematicians and more, they also learn valuable life skills such as how to be resilient, how to problem solve, how to work as a team to achieve a common goal and they develop their entrepreneurial skills.
  - Our staff – who are encouraged to engage with relevant CPD throughout the academic year.