

Pupil premium strategy statement – *Broughton High School*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	923
Proportion (%) of pupil premium eligible pupils	16.14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 to 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	Annually in September
Statement authorised by	David Botes <i>Headteacher</i>
Pupil premium lead	Ellen Hendey <i>Lead Practitioner</i>
Governor / Trustee lead	Liz Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£ 129,900

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Broughton High School is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. We strongly believe that all pupils are entitled to a high quality, broad and challenging education and a curriculum which enables and empowers our pupils to make good choices and aim high both during their education and beyond and we are committed to supporting all pupils to make excellent progress, achieve academically and leave our setting as well rounded individuals with the skills that will enable them to be successful in the next steps of their education and later life.

Our school motto, “Achieving Together”, is central to our goal in ensuring that all pupils at Broughton High School consistently receive high-quality education each day and that we nurture and support all pupils and their needs, regardless of whether they are disadvantaged or not.

At Broughton High School we recognise that disadvantage can take many forms and that there is no single approach nor 'best fit' method to meet the needs of all. Our use of the pupil premium funding is both strategic and responsive and focusses on high-quality teaching and learning, targeted support and support of wider enrichment opportunities for all pupils.

High-quality teaching is at the heart of our approach. Teachers at Broughton High School routinely teach exceptional lessons and use a range of inclusive strategies which aim to challenge and support all pupils, regardless of their background. Our ultimate objective is to eradicate the attainment gap between our disadvantaged and non-disadvantaged pupils, whilst sustaining the excellent attainment of pupils in our school. Excellent teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We know our pupils exceptionally well; on an academic level we assess them often and make timely interventions when needed and we provide them with opportunities to share their achievements. We build a picture of each individual pupil and their needs and never make assumptions about their progress. We are acutely aware of the additional barriers faced by our disadvantaged pupils, and work hard to put strategies in place to support the overcoming of these barriers. Leaders, teachers and support staff routinely check in with pupils to build relationships, support and empower learners.

We have a robust method of reporting to parents with intervention taking place at numerous points throughout the cycle of an academic year. Pupils complete baseline assessments in Year 7 and teaching is modified to support all learners in the best possible way. The research has shown that teachers having awareness of the pupils' needs and responding to those needs is critical and supports all pupils to learn.

Reading is a school wide priority and robust monitoring of pupils' progress in this area is key to ensuring that pupils make progress across the curriculum. Maintaining this priority allows our pupils to access the full breadth of the curriculum and improve their communication and oracy skills.

Our approach is rooted in the Education Endowment Foundation's evidence-based guidance, which emphasises:

- High quality teaching as the most effective lever to close attainment gaps
- Targeted academic support to ensure that no pupils are at risk of falling behind
- Wider strategies to address non-academic barriers such as attendance, wellbeing and enrichment opportunities.

We are committed as a school to ensuring that disadvantaged pupils, including those who are high attainers, are stretched, supported and inspired to achieve their full potential both during their time at Broughton High School and in the future.

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

Challenge number	Detail of challenge
1	Pupils with lower levels of reading and writing proficiency often struggle to access demanding subject content. Reading age assessments and progress data indicates that disadvantaged pupils in Key Stage 3 have lower levels of reading ability than their peers. This impacts their attainment across the curriculum and can lead to issues with confidence and participating in wider parts of the curriculum. The most recent data shows that 25.9% of our pupil premium cohort in Year 7 when tested have a reading score of 85 or below (7 pupils) and that 22.2% have a reading score between 86 and 98. (6 pupils). Pupils with poor handwriting often struggle to maintain standards and access the notes in their workbooks which allow them to have a reference point for future revision, therefore linking to reduced success with metacognitive strategies.
2	Despite our disadvantaged cohort maintaining strong levels of attendance, attendance of disadvantaged pupils is lower than that of non- disadvantaged pupils and this continues to be a priority area for our school. Lower attendance is a significant factor in the lower attainment of pupils and leads to missed learning and reduced engagement. In the academic year 2025/2026, there was a –8% difference between the attendance of our disadvantaged cohort and non-disadvantaged pupils. We know that some of our disadvantaged pupils require extra intervention and support due to persistent absence, and we aim to continue to monitor attendance and provide support in order to narrow this gap. Considerable effort is put onto ensuring pupils who fall into persistent and severe absence are supported to improve their attendance.
3	Pupils in our disadvantaged cohort often do not engage as well as their peers with the wide extra-curricular offer that we have at school which limits their opportunities to be involved with experiences beyond the curriculum. This can mean that our disadvantaged pupils can experience lower levels of confidence and aspirations. Barriers to engagement with these opportunities should be understood by all staff, leaders of clubs and trips to encourage participation and provide support where necessary. Leaders should monitor engagement thoroughly and share engagement findings with staff to encourage wider participation.
4	There are often barriers with the pupils in our disadvantaged cohort when it comes to recognising and using metacognitive strategies successfully, as well as engagement in independent learning. In the 2025/2026 academic year, it was noted through monitoring on Synergy, that our disadvantaged pupils engaged less well with homework and independent revision tasks than their peers. This can also have a negative impact on well-being and pupils' ability to access the curriculum.
5	Social, emotional and mental health needs continue to impact pupils. Factors such as anxiety, low self-esteem, and poor mental health particularly impact disadvantaged pupils, which can influence attainment, attendance and progress. Pupil surveys, meeting with parents and safeguarding analysis identify where these issues are arising. Furthermore, less pupils receive award badges for positive points and subject awards for effort and achievement, all

	pupils should be able to achieve these awards and therefore aim to increase self-esteem and a positive outlook on school life.
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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
Improved literacy skills and reading ages for all pupils, including those who are disadvantaged.	Reading and assessment data is monitored and analysed throughout the year. Pupils with lower reading ages and levels of comprehension are identified quickly and provided with intervention which is targeted at closing this gap. Results of reading assessment data is shared with staff and added to pupil passports / synergy profiles. Staff are given time to engage with this data and information regularly. Teachers use strategies to support reading and fluency across the curriculum. Pupils are encouraged to engage with wider reading within subjects. Reading assessment data is analysed in September and again in March to identify where progress has been made and if pupils are requiring additional interventions, Pupils will progress through the 'Thinking Reading' programme and progress in this area will be celebrated. Handwriting intervention will be in place to provide pupils with support to improve their handwriting and be able to access their notes. Strong foundations referral form will be used by all staff to refer pupils who need support in this area early. Staff will have regular CPD in order to drive progress in literacy and oracy skills for all pupils.
Improve attendance for all pupils, particularly our disadvantaged pupils.	The average attendance gap between our disadvantaged and non-disadvantaged pupils will reduce by the 2027/2028 academic year. There will be less persistent and severe absence in our disadvantaged pupil cohort. More pupils will move out of persistent absence with the support from the pastoral team. Attendance will be monitored rigorously by leaders to identify patterns and offer early help initiatives will be offered to pupils who are falling into persistent absence. Improvements will be celebrated regularly in assemblies and with parents. Pupils will receive praise post cards to celebrate improved or maintained attendance. Pastoral leaders share relevant information with staff to ensure pupils are supported throughout the curriculum. Catch up strategies will be carefully considered with an aim to improve consistency across departments and reduce barriers to missed learning. The 'Bridge' will be a line of support to pupils with low attendance in efforts to re-engage and re-integrate pupils and provide parents with support to improve attendance.
Increased participation in enrichment opportunities and pupils receiving rewards for effort, achievement and engagement.	Proportional representation of disadvantaged pupils are participating in extracurricular clubs, trips and leadership roles throughout the school. Staff running enrichment opportunities log attendance and monitor an encourage engagement with all pupils, but particularly disadvantaged pupils. In the 2025/2026 Academic year, Pupil engagement and achievement was monitored on a termly basis, this will continue in the next academic year. Pupils will be supported to attend extracurricular clubs and activities and where pupils are facing barriers to engagement,

	pupil voice will be considered carefully to remove those barriers. Where financial barriers limit involvement for this cohort, support will be available for families to ensure that pupils are able to access curriculum based trips as well as extra curricular activities.
Stronger metacognitive and independent learning skills.	Improved homework completion rates amongst our disadvantaged cohort. Pupil surveys, classroom observations and reporting data will indicate excellent levels of engagement. Barriers to completion of homework and independent learning are identified and shared with all staff. Pupil Voice will be considered carefully and the school council will share their findings on a regular basis about what pupils feel work to help their learning and to encourage ownership of individual learning. Pupils will be supported to find metacognitive strategies that work for them and pupils will be supported to revise appropriately from KS3 through to their GCSEs
All pupils, including those who are disadvantaged, receive high-quality education, support and safeguarding which supports improved wellbeing.	Positive student voice feedback and wellbeing survey improvements as well as sustained engagement with mentoring and resilience programmes and in-house support. Ensure early intervention when issues arise. Pupils will have access to high-quality careers guidance and opportunities to engage with further education. Disadvantaged pupils will be prioritised for careers guidance in both KS3 and KS4. Pupils will be supported to engage with extra curricular opportunities which link to careers.

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: £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programme designed to continuously improve and quality of teaching. Weekly morning briefings on a carousel of Safeguarding, Attendance, Pupil Premium, Inclusion and Personal Development	High quality CPD is pivotal to improving outcomes for all pupils and can help to narrow the gap between outcomes for non-disadvantaged pupils and disadvantaged pupils. EEF Toolkit - Effective Professional Development	4, 5
Developing a whole school approach to reading across the curriculum. Producing reading lists and purchasing books which are used to complement the curriculum. Reading assessment data is shared regularly with all staff via Synergy profiles and passports. Reading as a focus at regular Morning Briefings.	Literacy skills are both general and subject specific and every teacher of every subject has a role in improving literacy skills. Prioritising literacy can improve outcomes in later life. EEF Toolkit - Improving literacy in Secondary Schools. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Oxford Children's Language: The Word Gap	1, 4
Regular safeguarding CPD and training. Also linking to SEND and inclusion to reduce barriers for pupils with barriers and additional needs.	Providing staff guidance on how to close the gap after prolonged absence and keep all children. An inclusive school removes barriers to participation and engagement, provides a safe environment and promotes high standards for all. EEF - Supporting School Attendance.	2, 5
Regular staff training on the successful deployment of support staff and how to maximise their skills. Development of the role of support staff to support classroom teachers.	Understanding how to successfully deploy support staff means that all pupils have access to high quality education and the separation effect can be reduced. EEF - Deployment of Teaching Assistants.	4, 5

Whole school focus on building strong foundations (Handwriting, literacy, oracy).	Effective questioning, discussion building and scaffolding conversations has a high impact on outcomes, especially for disadvantaged pupils. This helps to raise aspirations and improve literacy and reading skills. EEF Toolkit - Oral Language Interventions	1, 4
Departments develop baseline assessments to complete at the beginning of KS3 to identify gaps early and inform teaching. Progress will be tracked from these starting points and barriers and gaps will be addressed promptly.	Teachers are taking account of prior knowledge to ensure that their pupils' learning needs are met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process. EEF - Case Study - Making effective use of diagnostic assessment	

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

Budgeted cost: £ 41,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online tutoring for pupils who have barriers to attendance and engagement with the curriculum.	Pupils who face barriers to attendance and engagement with the curriculum in the traditional ways are supported through online-tuition and a bespoke tutoring service. Pupils who access this are supported heavily by school leaders to ensure that pupils are able to engage with the online tuition. EEF Toolkit - Small Group Tuition.	5
Rigorous monitoring and mentoring process starting at KS3. Risk factors are analysed at the end of a year and throughout in response to review points. Pupils are rated as Red, Amber and Green based on how many trigger points they are meeting. Mentoring is then put in place for these pupils which is	Mentoring builds confidence and provides pupils with a positive role model, whilst developing confidence, resilience and raising aspirations. Mentoring interventions may be more beneficial for disadvantaged pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Mentoring EEF	

then reviewed at regular intervals. A vulnerable list is shared with leaders and staff . Pupils who are most vulnerable based on criteria have a member of staff assigned to them.		
Year 11 pupils will have access to an extra lesson per day which is structured to allow all subjects to have this extra time with the pupils. This increases face to face learning and helps metacognitive skills. All disadvantaged pupils in Year 11 are targeted.	Extending school time can lead to improved attainment through additional learning hours providing pupils with more exposure to teaching and more time to engage with the content. EEF Toolkit - Extending School Time.	4
Use of nationally Standardised assessments to identify gaps and pupils who would benefit from targeted intervention such as the 'Thinking Reading' intervention and extra support through Reading Enrichment. Rigorous monitoring of reading ages and impact of intervention at timely stages throughout the year. Staff being made aware of reading ages to inform planning and support in place.	Reading intervention strategies where appropriate contexts are recognised and skills given to engage with the text have a high impact on pupils. Decoding techniques and providing pupils with support to independently apply the skills can improve outcomes across all subjects. EEF Toolkit - Reading Comprehension Strategies. Delivering such strategies through small group tuition enables teaching to focus exclusively on the needs of those who are falling behind to close the gaps that are identified through assessments. EEF Toolkit - Small Group Tuition.	1
Mentoring programme is in place to enable small group tuition for those pupils who are suffering with social, emotional and mental health barriers to accessing their education. Pupils access this provision in form time with our consellor.	Small group tuition with experienced teachers allows pupils to still have access to the curriculum in an environment that they feel comfortable with. Small groups strengthen relationships between pupils and school and provide support. EEF Toolkit - Small Group Tuition.	5

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

Budgeted cost: £47,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Education to ensure that the required content of the Keeping Children Safe in Education and online safety is fully delivered within the appropriate subject area.	Preventative measures to ensure the safety of all children are highly effective in preventing concerns of safeguarding and wellbeing. Pupils should know and understand the issues put to us in Keeping Children Safe in Education such as child-on-child abuse, cyber bullying, mis/dis-information online, extremism and radicalisation. Cyber bullying: advice for headteachers and school staff	
Attendance monitoring through attendance officer designated to challenge and monitor attendance issues. Member of SLT gives updates in pastoral meetings to Year leads and form tutors. Attendance is carefully monitored and robustly challenged and pupils are rewarded for excellent attendance and improvements through reward assemblies and house competitions and praise post cards	Research demonstrates that lower levels of attendance is linked to lower levels of academic attainment and engagement. Maintaining efforts to support pupils who are absent and allowing all pupils to access the high-quality education on offer will also mean that pupils have higher aspirations and better mental health and social skills. EEF Blog: Taking a tailored approach to improving attendance.	2
Homework club is offered to all pupils and pupils are invited to attend this intervention to remove barriers to independent learning (e.g. support with technology, printing, resources)	Homework has a positive impact on pupils when it is well planned out and linked to classroom work. Schools should consider how to support home learning for those who don't have access to resources or quiet spaces at home. EEF Toolkit - Homework	3, 4

Pastoral managers work with pupils in each year group who face challenge with a wide range of issues such as attendance, behaviour and emotional support.	Research shows that poor behaviour can have a lasting impact on the outcomes of pupils. There is a clear need for pupils to have clear and consistent behaviour guidelines that promote positive behaviour in lessons. Teaching pupils to manage their behaviours and use strategies to self-regulate can have a positive impact on their future. EEF Guidance Report: Improving Behaviour in Schools.	2, 5
Careers education is provided for all pupils from our Careers Advisor and appointments are prioritised for disadvantaged pupils where appropriate.	Teenagers who underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals. EEF - A new review of evidence on the impact of careers education.	3, 5
Extra-Curricular programme provided is vast and includes a range of activities available at different times of the day to suit all pupils. Staff to use Synergy to take registers to allow for monitoring of pupils who are taking part and allow for encouragement where needed to allow disadvantaged pupils to be involved. Involvement in trips is also monitored to ensure all pupils receive equal opportunities to participate in these activities.	Research shows that too many young people from disadvantaged backgrounds never get the chance to participate in activities outside the classroom and as a result they lose the benefits of participation such as increased confidence, raised aspirations, improved soft skills and a sense of belonging and wellbeing. DfE: An Unequal Playing Field. Physical activity has important benefits in terms of health, wellbeing and physical development. EEF: Physical Activity	3
Use of external agencies provide specialised knowledge and training for pupils through assemblies and smaller group work to address safeguarding	Effective social and emotional learning can increase positive pupil behaviour, mental health and wellbeing and academic performance. Positive mental health can have a positive impact on aspirations and engagement with education.	5

concerns and improve mental health and wellbeing for pupils when concerns arise. School Counsellor provides early intervention for pupils who have been identified as encountering difficulties.	EEF - Modelling social and emotional learning.	
Contingency fund for acute issues.	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 and to remove barriers when they arise.	All

Total budgeted cost: £129,000

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, drawing on national assessment data and our own internal summative and formative assessments. The figures referred to below refer to only Attainment 8 rather than Progress 8 due to the lack of Key Stage 2 data as a result of the COVID-19 pandemic.

The data demonstrated that the Attainment 8 gap between disadvantaged pupils and their peers is relatively small. In the 2025-2026 academic year, pupils at our school had an Attainment 8 score of 5.6 and the Attainment 8 score of our disadvantaged pupils was 5.3. We can see that although the gap is small and still is above that of national average, disadvantaged pupils are still underperforming across subjects and there is clearly a need for continued focus and development using the strategy as outlined above.

Despite this, when comparing our recent results from the 2026 cohort, the disadvantaged pupils at Broughton High School are still significantly outperforming the national average for disadvantaged pupils. 90% of the FSM6 pupils in this cohort achieved a grade 4+ in English and Maths and 70% of the same cohort achieved a grade 5+.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance for our disadvantaged pupils will always continue to be an area of focus and to be a priority for our school. We want to ensure that the gap between attendance of our disadvantaged pupils and their peers is lower than in previous years. In the 2025-2026 academic year rates of persistent absence amongst PP pupils decreased by 4 % from it's highest point into the year by the end of the academic school year. This shows that attendance interventions are having an impact amongst those most vulnerable of falling into persistent absenteeism.

Our evaluation of the approaches delivered last academic year indicates that the thinking reading programme is having an impact on increasing the reading ages and comprehension and fluency skills for some of our weakest readers. This will continue to be a priority to allow for development in this area.

Internally monitored engagement and achievement dashboards indicate that more disadvantaged pupils achieved Bronze, Silver and Gold awards in the 2025/2026 academic year. As a result of monitoring engagement with extra curricular activities, we know that 80% of pupils were able to engage in an extracurricular enrichment clubs within school and 86% of this cohort were able to attend an extracurricular visit. Careful monitoring of this going forward will enable pupils who are not currently engaging are able to experience as many personal development opportunities as possible. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Compass Bloom
Reachout Intervention
Seneca
Dr Frost Maths
Language Nut
Thinking Reading
Book Buzz

Service pupil premium funding (optional)

<i>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</i>
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.