

Pupil premium strategy statement – Saracens Broadfields - REVIEW December 2025

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	641
Proportion (%) of pupil premium eligible pupils	43%
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)	December 2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sharon Keane (Acting Principal)
Pupil premium lead	Davina McIntosh (Acting Vice Principal)
Governor / Trustee lead	Jo Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£400,940

Part A: Pupil premium strategy plan

Statement of intent

At Saracens Broadfields, our ultimate objective is to ensure that all disadvantaged pupils achieve their full potential, both academically and personally. We are committed to:

- Closing the attainment gap in reading, writing, and mathematics, with a target of at least 75% of disadvantaged pupils (excluding those with significant SEND/provision needs) achieving the expected standard or above.
- Enhancing the learning skills, abilities, and resilience of disadvantaged pupils, empowering them to succeed in their educational journey.
- Addressing both academic and non-academic barriers to learning, ensuring that pupils are equipped with the tools and support necessary to thrive.

Our strategy is designed to provide robust, evidence-based support for disadvantaged pupils by:

- **Enhancing Learning Skills and Abilities:**
Targeted support is provided through well-planned interventions led by senior staff and teachers. Pupils are engaged in programmes that build their confidence, independence, and academic proficiency.
- **Supporting Teachers to Deliver High-Quality Education:**
We work closely with teachers to ensure the most appropriate programmes of study for disadvantaged pupils. This includes embedding Wave 1 strategies that focus on quality first teaching, as well as targeted, personalised interventions informed by data and regular assessments, including booster classes for all PP children
- **Implementing Rigorous Tracking and Intervention Systems:**
Pupil progress is meticulously tracked in reading, writing, and mathematics, enabling us to identify gaps early and address them through a cycle of review, planning, and intervention. Termly pupil progress meetings ensure accountability and refinement of strategies.

Key Principles of the Strategy Plan

- **High Expectations:** All teachers are committed to narrowing the gap between disadvantaged pupils and their peers, fostering a culture of ambition and achievement for every pupil.
- **Inclusive and Personalised Approaches:** We recognise that disadvantaged pupils are not a homogenous group and tailor support to meet individual needs.
- **Evidence-Informed Practice:** Our strategies are underpinned by research and data to ensure the most effective use of pupil premium funding.
- **Collaborative Effort:** Teachers, senior leaders, and support staff work together to provide a consistent and coordinated approach to meeting the needs of disadvantaged pupils.

Commitment to Closing the Attainment Gap

Saracens Broadfields is resolutely committed to closing the attainment gap through:

- Ensuring all disadvantaged pupils access high-quality Wave 1 teaching in every lesson, split into groups during Literacy and Maths (KS2)
- Using rigorous tracking systems to monitor pupil progress and inform targeted interventions.
- Providing ongoing professional development for staff to enhance their capacity to meet the needs of disadvantaged pupils effectively.
- Fostering a supportive learning environment that prioritises pupil well-being, engagement, and motivation.

By maintaining this focus and aligning our resources to areas of greatest need, we are determined to ensure that all disadvantaged pupils leave Saracens Broadfields equipped for success in the next stage of their education.

Update December 2025 based on 2025 results

Pupil Premium outcomes are:

Reading 89.5% (without EHCPs)

Writing 81.6% (without EHCPs)

Maths 89.5% (without EHCPs)

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact on PP data with a disproportionate overlap between children in our SEND provisions who are eligible for PP</p> <p>A significant challenge arises from the disproportionate overlap between Pupil Premium (PP) eligibility and children in the SEND provisions, with 65% of the cohort also eligible for PP. This dual need places considerable strain on school resources, as funding and support intended to address socio-economic disadvantage must also cater to the additional requirements outlined in Education, Health, and Care Plans (EHCPs). Balancing these competing priorities can make it difficult to deliver targeted interventions that effectively address both the academic barriers linked to deprivation and the complex needs associated with SEND, potentially impacting outcomes for this group and other pupils requiring support. (43 children who have an EHCP also is PP eligible)</p> <p>Amount of Provision/ PP children - disproportionate number 65% of Provision children are also eligible for PP (43 children eligible for PP, have also got a EHCP)</p>
2	<p>Addressing Underperformance in Key Stage 2 Reading</p>

	<p>One key challenge lies in the low reading outcomes for Pupil Premium (PP) children at Key Stage 2, which fall below both national and local authority averages. This underachievement highlights significant barriers to literacy development, such as limited access to high-quality reading materials at home, reduced vocabulary exposure, and potentially lower levels of parental engagement in supporting reading. These factors exacerbate the attainment gap and hinder the school’s ability to ensure PP children are equipped with the foundational literacy skills necessary for success in secondary education and beyond.</p> <p>Dec 25 update - Pupil Premium outcomes are:</p> <p>Reading 89.5% (without EHCPs)</p>														
3	<p>Developing Oracy Skills in Pupil Premium Pupils</p> <p>A significant challenge arises in fostering oracy skills among Pupil Premium (PP) pupils, particularly as 32% of these children also have an SSP or EHCP identifying Speech, Language, and Communication Needs (SLCN). These dual barriers can limit their ability to express ideas, engage in meaningful discussions, and build confidence in spoken language. Without targeted and specialist support, this gap in communication skills may further impede their academic progress, social development, and readiness for future learning opportunities, thereby widening existing inequalities.</p> <p>Dec 25 update - All PP pupils were awarded distinction in their LAMDA exams.</p>														
4	<p>Challenge: Integration of New Pupils in the Pupil Premium (PP) Group</p> <p>The high proportion of new pupils joining the school, particularly within the Pupil Premium (PP) cohort, poses a significant challenge in ensuring consistent academic progress and pastoral care. New arrivals often face barriers such as gaps in prior learning, adjustment to the school’s routines and expectations, and limited familiarity with support systems. This is further exacerbated by the impact of pupil movement across year groups, which disrupts the delivery of targeted interventions and continuity of learning.</p> <p>2024/2025</p> <table border="1" data-bbox="363 1509 1409 1991"> <thead> <tr> <th>Year Group</th> <th>New pupils eligible for PP:</th> </tr> </thead> <tbody> <tr> <td>Year 6</td> <td>38% (17 pupils)</td> </tr> <tr> <td>Year 5</td> <td>36% (18 pupils)</td> </tr> <tr> <td>Year 4</td> <td>22% (10 pupils)</td> </tr> <tr> <td>Year 3</td> <td>9% (3 new pupils)</td> </tr> <tr> <td>Year 2</td> <td>19% (10 pupils- impact on phonics outcomes)</td> </tr> <tr> <td>Year 1</td> <td>4% (3 pupils)</td> </tr> </tbody> </table> <p>Last year’s Year 6 cohort: 32% of pupils eligible for Pupil Premium Funding were new arrivals (during KS2)</p>	Year Group	New pupils eligible for PP:	Year 6	38% (17 pupils)	Year 5	36% (18 pupils)	Year 4	22% (10 pupils)	Year 3	9% (3 new pupils)	Year 2	19% (10 pupils- impact on phonics outcomes)	Year 1	4% (3 pupils)
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	<p>Addressing this challenge requires robust systems for assessing and integrating new pupils, alongside targeted support to close gaps in learning and ensure that all PP pupils benefit from consistent, high-quality provision.</p> <p>Establishing an Accurate Baseline for New Pupil Premium Pupils</p> <p>Accurately assessing the phonics ability, mathematical understanding, and language acquisition of Pupil Premium (PP) pupils who are new to the school presents a significant challenge. Without a clear and timely picture of their prior attainment and specific gaps in learning, it becomes difficult to design bespoke programmes to address their individual needs. Delays in identifying these gaps risk further widening the attainment gap, as crucial interventions may not be implemented swiftly enough to support their next steps in learning and ensure rapid progress.</p> <p>Dec 2025 update: Baseline assessments are in place, carried out by EAL TA and SEND Teacher</p>
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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
<p>1) Impact on PP data with a disproportionate overlap between children in our SEND provisions who are eligible for PP</p>	<p>Target Outcome: Increase Inclusion into the Mainstream by setting up a bridge class (Meadow Class - 13 pupils) These children are selected for their potential to access their year group’s curriculum.</p> <p>Increased Engagement with the Curriculum: Ensure that pupils in the Meadow Class are meaningfully engaged in the curriculum, with differentiated learning opportunities that cater to their individual needs, enabling them to make progress comparable to their mainstream peers.</p> <p>Successful Integration into Mainstream Education: Ensure that pupils in the Meadow Class demonstrate progress towards accessing the mainstream curriculum, with a focus on academic and social inclusion. Pupils should show the potential to transition into their year group classrooms with the appropriate support structures in place.</p> <p>Collaborative Support Systems: Provide strong collaboration between SEND staff, mainstream teachers, and support staff to ensure smooth transitions and consistent support, with regular monitoring of progress through tailored support plans.</p>

<p>2) Addressing Underperformance in Key Stage 2 Reading</p>	<p>Target Outcome: Achieve at least 75% of pupils (excluding those with EHCPs) meeting the expected standard in reading, matching the Local Authority figure of 75.7% and surpassing the national figure of 67.2%.</p> <p>Improved Progress for Pupil Premium Pupils: Ensure targeted interventions for Pupil Premium pupils, aiming to increase the proportion of these pupils achieving the expected standard in reading.</p> <p>Effective Intervention Strategies: Implement tailored interventions for underperforming pupils to accelerate progress, ensuring that all pupils, including those with lower prior attainment, are supported in reaching the expected standard.</p> <p>Consistent Reading Progress: Maintain steady progress across Key Stage 2, with no significant drops in performance across year groups.</p> <p>High-Quality Reading Instruction: Deliver effective reading teaching strategies that improve comprehension, vocabulary, and independent reading skills for all pupils.</p> <p>Regular Monitoring and Assessment: Use regular formative assessments to monitor progress and adapt interventions to ensure pupils stay on track.</p> <p>Parental and Community Engagement: Involve parents and the wider community in supporting reading development, fostering a collaborative approach to improving reading outcomes.</p> <p>Dec 25 update - Pupil Premium outcomes are:</p> <p>Reading 89.5% (without EHCPs)</p>
<p>3) Developing Oracy Skills in Pupil Premium Pupils</p>	<p>Pupil Premium (PP) children actively participate in discussions and express their ideas clearly in a range of contexts, including small groups, whole-class activities, and one-to-one conversations.</p> <p>Observable improvements in their willingness to contribute to verbal tasks, such as answering questions and initiating conversations.</p> <p>PP pupils demonstrate a broader and more precise vocabulary, using subject-specific and descriptive language appropriately in both formal and informal settings</p> <p>Pupils with identified Speech, Language, and Communication Needs (SLCN) exhibit measurable improvements in speech clarity, articulation, and fluency, as evidenced by targeted intervention outcomes.</p>

	<p>Dec 25 update - All PP pupils were awarded distinction in their LAMDA exams</p> <p>ESB: 88% Of PP pupils achieved Merit, Merit + or Distinction.</p>
<p>4) Challenge: Integration of New Pupils in the Pupil Premium (PP) Group</p>	<ul style="list-style-type: none"> ● Smooth Transition and Immediate Engagement: New Pupil Premium (PP) pupils are quickly integrated into the school environment, with a clear, structured induction process that helps them settle into routines and engage with the curriculum from day one. ● Accurate and Timely Baseline Assessments: Baseline assessments in phonics, reading, writing, and mathematics are completed promptly upon arrival, providing a clear picture of each new PP pupil's current abilities and learning needs. ● Personalised Learning Plans: Based on the baseline assessments, bespoke learning plans are created for each new PP pupil to address identified gaps in their knowledge and skills, with a clear focus on accelerating progress in key areas. ● Targeted Support for Academic Gaps: Support is provided through targeted interventions, ensuring that new PP pupils receive the necessary resources, teaching, and guidance to rapidly close any gaps in their learning, particularly in literacy and numeracy. ● Early Identification of Additional Needs: Any additional needs or barriers to learning (e.g., language acquisition, SEND) are identified early, with appropriate strategies and support mechanisms put in place to address these needs without delay. ● Progress Monitoring and Adjustments: Regular monitoring of the progress of new PP pupils ensures that interventions and support strategies are effective, with adjustments made as necessary to ensure continued progress. ● Positive Social and Emotional Integration: New PP pupils are supported in developing positive relationships with peers and staff, helping them feel safe, valued, and motivated to learn, which fosters a positive attitude towards school and learning. ● Parental Engagement and Communication: Parents of new PP pupils are actively engaged in their child's transition, with regular communication between home and school to ensure the pupil's needs are met and progress is communicated effectively. ● Closing of Gaps: Within the first term, new PP pupils demonstrate measurable progress in key subject areas, with gaps in learning being effectively addressed and progress tracking showing alignment with their peers.

	<p>Success will be measured by the timely integration of new PP pupils into the school, the accuracy of baseline assessments, and the rapid progress made through targeted interventions, ultimately leading to pupils' academic and social development on par with their peers.</p> <p>Dec 2025 update: Baseline assessments are in place, carried out by EAL TA and SEND Teacher</p>
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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: £ 49,048.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Literacy and Maths Wave 1 teaching across Key Stage 2 in groups	<p>Deliver targeted group instruction in Reading, Writing, and Mathematics for pupils eligible for Pupil Premium, with a focus on key skills (the basics) and personalised learning within their zone of proximal development. This approach ensures all children are ready for mastery learning. These sessions are closely monitored, and support is provided through coaching to enhance Wave 1 teaching practices.</p> <p>Literacy unit planners should include provisions for Speaking and Listening activities, as well as opportunities for Drama.</p> <p>EEF Mastery Learning: +5 months EEF Reducing Class Size: +2 months</p>	2, 3
Purchase and application of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Supersonic Phonics Friends will ensure we have integrity to one programme. The pre teaching, Wave one teaching and keep up teaching will be taught consistently throughout the school. This consistency has a strong evidence base that indicates a	2,3, 4

	<p>positive impact on the accuracy of word reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics: +5 months</p>	
<p>Embed Research based Oral language reading Interventions</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (ESB and Speech and Language toolkit)</p> <p>Deliver the ELSEC Project across the EYFS</p>	<p>Ensure all Y5 children complete the English Speaking Board Programme.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>ELSEC is a pilot programme supporting education settings to provide support for children with speech, language and communication needs (SLCN), with focus on provision for children who do not meet threshold for specialist NHS Speech and Language Therapy.</p> <p>In areas of high social disadvantage around 50% of children are starting school with delayed language or identified SLCN. Barnet has a steadily increasing population of children and young people with identified SEND. Having limited language skills at a young age predicts a child's outcomes later in life. Educational staff play a crucial role in developing all children's language abilities and can directly improve their chances of positive outcomes.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF: +6 months</p>	3
<p>Developing Wave 1 pedagogy</p>	<p>To develop the consistency of pedagogy across the classrooms through the development and strengthening of teacher toolkits.</p>	1, 2, 4

	<ul style="list-style-type: none"> - Within EYFS and KS1 to focus on helping children to build fluency in foundational knowledge and skills. - subject scrutinies by subject leaders which include lesson observations, planning and book scrutinies, progress analysis and pupil interviews on a termly basis, - learning walks from Year heads and Middle Leaders, - robust mentoring system for new Year heads and all middle leaders - research based Continued Professional Development in an iterative cyclical structure, - peer lesson observations, - instructional coaching from mentors. <p>To focus on the following areas -</p> <ul style="list-style-type: none"> - Supporting memory retention - Lesson structure - Marking and Feedback - Classroom environment - Expectations re children’s books - Reading approach - Behaviour - Inclusion - Assessment - Home learning <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Seating arrangements that prioritise the needs of Pupil Premium pupils can improve their engagement, participation, and access to teacher support, which are critical factors for their academic success.</p>	<p>Proximity to the teacher</p> <p>Placing Pupil Premium pupils at the front of the class ensures that they are within close proximity to the teacher. This facilitates more frequent interactions, immediate feedback, and the opportunity to clarify misunderstandings, all of which are shown to enhance learning outcomes. The EEF’s Teaching and Learning Toolkit emphasises that feedback has a high impact on learning with minimal cost, making it a key strategy for supporting disadvantaged pupils.</p> <p>Reducing barriers to learning</p>	<p>2, 4</p>

	<p>Disadvantaged pupils often face additional barriers, such as lower levels of confidence or prior attainment. Strategically seating these pupils in positions where they can engage actively with the teacher and TAs helps to reduce these barriers, encouraging participation and fostering a sense of inclusion. Research indicates that structured classroom environments and targeted support can help mitigate the effects of disadvantage on learning outcomes</p> <p>Evidence of impact on attainment Studies have shown that when disadvantaged pupils are supported through targeted strategies, such as those facilitated by seating arrangements, they make accelerated progress compared to their peers. For example, the EEF's research indicates that the most effective teaching approaches—such as metacognition and feedback—are more accessible to pupils who are engaged and receiving focused support.</p> <p>In summary, identifying Pupil Premium pupils and seating them to facilitate access to teacher and TA support aligns with evidence-based practices that aim to improve their engagement and learning outcomes. This approach creates an equitable learning environment where disadvantaged pupils receive the additional attention they need to thrive academically.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Feedback +6 months</p>	
<p>Senior leaders focusing on the pupil voice of Pupil Premium (PP)</p>	<p>This plays a pivotal role in improving educational outcomes. This approach emphasises understanding how disadvantaged pupils perceive their learning, which can provide valuable insights into</p>	<p>1, 2, 3, 4</p>

<p>pupils during monitoring cycles</p>	<p>their engagement, confidence, and use of metacognitive strategies.</p> <p>Importance of pupil voice in shaping learning experiences The Education Endowment Foundation (EEF) highlights that metacognition—helping pupils understand how they learn and think—can improve outcomes, especially for disadvantaged pupils. Actively seeking pupil feedback enables leaders and teachers to assess the extent to which PP pupils are developing self-regulated learning skills. When senior leaders involve PP pupils in discussions about their learning, they can identify gaps in understanding, barriers to learning, or issues related to confidence. This process ensures that interventions and teaching strategies are tailored to pupils' specific needs.</p> <p>2. Promoting metacognition and self-regulation Metacognitive strategies, such as planning, monitoring, and evaluating learning, have been shown to have a high impact on pupil progress, particularly for disadvantaged learners. By giving PP pupils a voice during monitoring cycles, leaders can explore whether these pupils are being supported to reflect on their learning processes. For example, questions such as, “What strategies do you use when you find something difficult?” or “How do you know when you’ve been successful in a task?” allow leaders to assess whether metacognitive approaches are being effectively embedded in teaching practices.</p> <p>3. Evidence of impact on outcomes The EEF’s Metacognition and Self-Regulated Learning Guidance Report emphasises that disadvantaged pupils often benefit most from interventions aimed at improving self-regulation. Monitoring pupil voice ensures that senior leaders prioritise and evaluate these strategies, heightening their importance across the school. It also ensures that staff are accountable for implementing evidence-based approaches that actively</p>	
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involve PP pupils in reflecting on and improving their learning.

4. Fostering a culture of inclusion and ownership

Research from Ofsted and other educational bodies highlights that involving pupils in discussions about their education fosters a sense of ownership and inclusion, which can significantly improve engagement. When PP pupils feel that their perspectives are valued, they are more likely to be motivated and take an active role in their learning. This aligns with the principles of equity in education, ensuring that the voices of disadvantaged pupils are not overlooked in decision-making processes.

5. Senior leadership and accountability

Senior leaders play a crucial role in driving school-wide improvement strategies for PP pupils. By prioritising pupil voice, leaders send a clear message about the importance of understanding and addressing the experiences of disadvantaged learners. This ensures that teaching staff remain focused on the quality of provision for PP pupils and that adjustments are made where necessary to improve their learning experiences.

In summary, incorporating the pupil voice of Pupil Premium pupils into monitoring cycles enables senior leaders to evaluate the effectiveness of teaching strategies, particularly those that support metacognition and self-regulated learning. This approach not only highlights the importance of how these pupils feel about their learning but also ensures that schools remain accountable for providing high-quality, evidence-based support to close the attainment gap.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

Metacognition and self regulation: +7 months

<p>Adapting the Mastery curriculum based on assessment data to ensure all pupils are appropriately challenged within their zone of proximal development (ZPD).</p>	<ul style="list-style-type: none"> - Regularly assessing prior knowledge to identify gaps and strengths. - Using assessment to inform targeted interventions or adaptations to lesson content. - Ensuring that feedback based on assessment data helps pupils make progress toward their next steps. <p>Adaptation and scaffolding within the ZPD</p> <p>Adapting the curriculum to challenge pupils within their ZPD ensures that teaching meets pupils at their current developmental stage while supporting them to progress to the next. The EEF highlights that high-quality teaching is characterised by effective adaptation and scaffolding. These strategies help pupils access the same broad and ambitious curriculum while addressing individual learning needs.</p> <ul style="list-style-type: none"> ● Adaptation: Providing tasks that vary in complexity and are informed by assessment data ensures that all pupils are appropriately challenged. This avoids the pitfalls of either excessive simplification (which can lead to disengagement) or over-challenging content (which can cause frustration and hinder progress). ● Scaffolding: Temporary support, such as worked examples, sentence starters, or step-by-step instructions, allows pupils to engage with challenging tasks. As pupils develop competence, this support is gradually removed, fostering independence. <p>Evidence of impact</p> <ul style="list-style-type: none"> ● Research from the EEF demonstrates that scaffolding and adapting tasks within the ZPD have a positive impact on pupil outcomes, with disadvantaged pupils benefiting the most. ● The EEF also stresses the importance of maintaining an age-related curriculum to ensure that all pupils, including those who are struggling, are exposed to high-quality, 	<p>1, 2, 4</p>
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	<p>challenging content that builds their knowledge and skills incrementally.</p> <p>Senior leaders and teachers will:</p> <ul style="list-style-type: none"> ● Use assessment data to group pupils flexibly, ensuring that tasks are matched to their developmental needs without creating fixed ability groups. ● Embed regular reviews of pupil progress to adapt planning and curriculum content dynamically. ● Provide professional development for staff on using assessment to inform adaptation and scaffolding. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery Learning:+5 months</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 271,503.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher and Deputy headteacher runs a catch up programme for pupils eligible for PP across Y5 and Y6.	<p>Catch-up programmes: Headteacher, Deputy Headteacher, and Assistant Headteacher will run catch-up programmes in Years 5 and 6 for FSM/CLA pupils in Reading, Writing, and Maths. These will be based on real-time data, specifically for those who have been affected by high pupil mobility.</p> <p>EEF: Small group tuition: +4 months</p>	2, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as pre teaching and post teaching	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>sessions to ensure all children are keeping up.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics: +5 months</p> <p>3 days per week dedicated plugging the gaps phonics teacher+ Deputy Headteacher 2 days a week and Literacy Leader: 5 mornings a week.</p>	
<p>Research based English Interventions</p>	<p>Investment in FFT, Tracks Literacy and BRP in school training of Teaching Assistants from our in school trainers.</p> <p>https://literacy.fischertrust.org/wave-3-research/</p> <p>https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading-case-studies</p> <p>http://tracksliteracy.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Teaching Assistant Interventions: +4 months</p>	<p>2, 3, 4</p>
<p>Research based Maths Interventions</p>	<p>Training from our Every Child Counts teacher on Becoming First Class @Number, Talk 4 Number, First Class@ Number 1 and 2. These interventions are recommended to provide additional support when pupils need to catch up. These ECC Interventions meet all the EEF's report's criteria for effective Intervention.</p> <p>https://everychildcounts.edgehill.ac.uk/mathematics/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Teaching Assistant Interventions: +4 months</p>	<p>4</p>

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

Budgeted cost: £ 78,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enriching the experiences of pupils eligible for Pupil Premium (PP) funding through activities such as high-quality day trips. These experiences can play a significant role in improving outcomes by broadening horizons, increasing cultural capital, and fostering engagement with learning. Presenting to parents afterwards adds an additional layer of impact by strengthening home-school connections and consolidating learning.</p>	<p>Building cultural capital</p> <p>The EEF recognises the importance of providing disadvantaged pupils with opportunities to engage in enriching activities that build cultural capital. Many PP pupils may not have access to experiences outside of school that broaden their understanding of the world. High-quality day trips—such as visits to museums, galleries, historical sites, or science centers—help to address this gap, ensuring these pupils have the same exposure to cultural and educational opportunities as their peers. Research suggests that these experiences can:</p> <ul style="list-style-type: none"> ● Stimulate curiosity and a love for learning. ● Enhance pupils’ understanding of curriculum content by linking it to real-world experiences. ● Build the knowledge and vocabulary needed for academic success. <p>2. Impact on engagement and motivation</p> <p>The EEF’s evidence shows that enriching activities can significantly boost pupil engagement and motivation, particularly for disadvantaged learners. Day trips provide pupils with memorable, hands-on learning experiences that make abstract concepts more tangible. This heightened engagement can improve pupils’ attitudes toward school and learning, leading to greater participation and effort in subsequent lessons.</p> <p>3. Strengthening communication skills through presentations/ videos</p> <p>Presenting to parents after a (half price) day trip provides pupils with an opportunity to reflect on and articulate their learning. The EEF highlights the role of oral language interventions in improving pupil outcomes, particularly for disadvantaged pupils. Preparing and delivering presentations can:</p> <ul style="list-style-type: none"> ● Develop pupils’ communication and presentation skills. ● Build confidence in speaking and sharing their ideas. 	<p>3</p>

- Help consolidate their learning by requiring them to process and explain what they have experienced.

4. Fostering home-school partnerships

Engaging parents in their child's education is a well-evidenced approach to improving outcomes for PP pupils. The EEF's Working with Parents to Support Children's Learning Guidance Report emphasizes the importance of involving parents in meaningful ways to reinforce learning at home. By inviting parents to attend presentations, schools can:

- Celebrate pupils' achievements and boost their sense of pride.
- Provide parents with insights into their child's experiences and learning.
- Strengthen the relationship between school and home, fostering a shared commitment to supporting the child's education.

5. Evidence of impact

- **Oral language interventions:** The EEF's Teaching and Learning Toolkit highlights that interventions focusing on oral language skills can have a positive impact of +6 months on pupils' progress. Presenting to parents directly supports this.
- **Parental engagement:** Effective parental engagement strategies are associated with improved outcomes for disadvantaged pupils. Providing opportunities for parents to engage with their child's learning in a positive and celebratory context reinforces the school's efforts to close the attainment gap.

6. Practical implementation

- **Planning high-quality trips:** Ensure that day trips are closely linked to the curriculum and designed to provide pupils with new and enriching experiences that they can build on in the classroom. (half price for PP pupils)
- **Preparing for presentations:** Providing scaffolding to help pupils prepare their presentations, such as brainstorming key takeaways, creating visual aids, and practicing their speaking skills.
- **Engaging parents:** Parents come to a celebratory event where pupils share their experiences and

	<p>learning. This includes presentations, or videos related to the trip.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral Language Interventions: +6 months</p> <p>Parental Engagement: +4 months</p>	
<p>Ensuring all pupils have literature they love to read (one of the 25 schools nationally on the Reading for pleasure Quality Mark process)</p>	<p>The Education Endowment Foundation (EEF) highlights the significant impact of reading for pleasure on pupils' academic progress, particularly for disadvantaged pupils. Research demonstrates that cultivating a love of reading not only enhances literacy skills but also contributes to improvements across a range of subjects, including mathematics and science. Additionally, reading for pleasure supports emotional wellbeing, vocabulary development, and long-term academic success.</p> <p>1. Academic benefits of reading for pleasure</p> <p>EEF evidence shows that pupils who engage in reading for pleasure are likely to make more substantial academic progress compared to those who do not. The practice enhances cognitive skills and fosters curiosity, leading to:</p> <ul style="list-style-type: none"> ● Improved reading comprehension: Regular reading builds fluency and understanding, enabling pupils to access more complex texts in all subjects. ● Expanded vocabulary: Exposure to diverse texts introduces pupils to new words and phrases, which are essential for effective communication and academic success. ● Higher attainment across subjects: Research from the EEF and other educational bodies indicates that pupils who read for pleasure perform better in standardised assessments, as reading helps develop critical thinking and problem-solving skills. <p>2. Reducing the attainment gap</p> <p>Reading for pleasure is particularly beneficial for disadvantaged pupils, as it provides opportunities to build cultural capital and bridge the language gap. Many Pupil Premium pupils may have limited access to books or reading materials at home, and fostering a love of reading in school can compensate for this disparity. The EEF emphasises that high-quality reading programmes and initiatives targeting disadvantaged pupils can help close the attainment gap.</p>	<p>2</p>

	<p>3. Social and emotional benefits</p> <p>Reading for pleasure also supports pupils’ emotional and social development. The EEF’s evidence highlights that reading fosters empathy, resilience, and emotional intelligence by exposing pupils to diverse perspectives and experiences. These benefits contribute to a positive school experience and improved engagement with learning.</p> <p>4. Strategies to encourage reading for pleasure</p> <p>The EEF and other research organisations recommend the following strategies to promote reading for pleasure:</p> <ul style="list-style-type: none"> ● Access to high-quality texts: Providing a wide range of engaging and age-appropriate books helps foster a reading culture. Schools should ensure that disadvantaged pupils have equitable access to books both at school and at home. ● Time for independent reading: Creating dedicated time for pupils to read during the school day demonstrates the value placed on reading for pleasure and encourages consistent habits. ● Shared reading experiences: Engaging pupils in book discussions, author visits, and reading clubs fosters a sense of community and motivates pupils to read more widely. ● Role models: Teachers, teaching assistants, and even peers acting as reading role models can inspire pupils to develop a love of reading. <p>5. Evidence of impact</p> <ul style="list-style-type: none"> ● According to the EEF’s Teaching and Learning Toolkit, strategies that focus on improving reading comprehension have a high impact, with an average progress gain of +6 months. ● Studies cited by the EEF show that encouraging reading for pleasure from an early age leads to significant long-term benefits, including higher GCSE performance and improved post-16 outcomes. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading Comprehension Strategies: +6 months https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p>	
<p>Whole staff training on Trauma Informed with the aim of developing our</p>	<p>The Education Endowment Foundation (EEF) and related research emphasise the importance of trauma-informed</p>	

<p>school ethos and improving emotion coaching across the school</p>	<p>practice and emotional coaching in supporting pupil well-being and improving academic outcomes. Trauma-informed approaches recognise the impact of adverse childhood experiences (ACEs) and other forms of trauma on pupils' emotional regulation, behaviour, and ability to learn. When schools adopt these approaches alongside emotional coaching, they create a supportive environment that fosters resilience, engagement, and academic progress, particularly for vulnerable and disadvantaged pupils.</p> <p>1. The link between trauma, emotional regulation, and learning</p> <p>Research suggests that pupils who have experienced trauma may face challenges such as heightened stress responses, difficulty concentrating, and struggles in forming secure relationships with adults and peers. Trauma can impact executive functions, memory, and emotional regulation, all of which are critical for learning. Trauma-informed practices address these barriers by creating a safe and supportive school environment, enabling pupils to focus on their learning.</p> <p>The EEF recognises the importance of supporting pupils' emotional well-being as a foundation for academic success. Emotional regulation is a key component of effective learning, and interventions that target emotional well-being can positively impact both behaviour and academic outcomes.</p> <p>2. The role of trauma-informed practice</p> <p>Trauma-informed practice involves understanding the impact of trauma on pupils and adapting teaching and pastoral strategies to meet their needs. Key principles include:</p> <ul style="list-style-type: none"> ● Safety: Creating a predictable and supportive environment where pupils feel physically and emotionally safe. ● Relationships: Building trusting relationships between staff and pupils, which help mitigate the effects of trauma and provide a secure base for learning. ● Regulation: Supporting pupils in managing their emotions through strategies such as mindfulness, calming techniques, and co-regulation. <p>By addressing the underlying causes of behavioural or emotional challenges, trauma-informed practice reduces disruptions to learning and helps pupils engage more effectively with the curriculum.</p>	
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3. Emotional coaching as a complementary strategy

Emotional coaching focuses on helping pupils identify, understand, and manage their emotions. This approach involves:

- Recognising and validating pupils' emotions.
- Labelling emotions to build emotional literacy.
- Guiding pupils in problem-solving and regulating their responses.

The EEF highlights that interventions focusing on social and emotional learning (SEL) have an average impact of +4 months on academic progress. Emotional coaching, as a key component of SEL, improves pupils' ability to self-regulate, fostering resilience and enhancing their readiness to learn.

4. Evidence of impact on academic progress

- **Improved engagement and behaviour:** Trauma-informed practices and emotional coaching reduce challenging behaviours, minimising disruptions to lessons and enabling more time for effective teaching and learning.
- **Enhanced emotional regulation:** Pupils who can manage their emotions are better able to focus, persist through challenges, and engage with complex tasks.
- **Increased attendance:** Trauma-informed approaches often lead to improved attendance by creating a welcoming and supportive school environment, particularly for pupils who might otherwise disengage.
- **Better long-term outcomes:** By addressing emotional needs and fostering resilience, these approaches contribute to improved academic outcomes and better preparation for future challenges.

[Behaviour interventions | EEF
\(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/behaviour-interventions)

Behaviour Interventions: +4 months

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

Social and Emotional Learning: +4 months

	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1733666633	

Total budgeted cost: £399,502.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We compare the figures of disadvantaged non-SEN children separately due to the disproportionately high number of pupils with EHCPs in our school, which currently stands at 12%. Of these, a significant proportion—43 children—are also eligible for Pupil Premium (PP), amounting to 65% of all children receiving additional provision. This overlap highlights the need to distinguish between disadvantaged pupils with and without SEN when analyzing data, as the challenges and interventions required for these groups differ significantly. By separating non-SEN disadvantaged figures, we ensure a clearer understanding of the impact of disadvantage alone, without conflating it with the additional needs associated with EHCPs, thereby enabling more targeted support and resource allocation.

EYFS

GLD

Group	SB (% GLD)	Local Authority (% GLD)	National (% GLD)
Disadvantaged (all)	48	51.2	50.9
Non Disadvantaged (all)	75	73.2	70.9
Disadvantaged (non SEN)	67	70.9	61.2

At Saracens Broadfields, the percentage of disadvantaged pupils achieving a Good Level of Development (GLD) in 2024 is 48%, which is slightly below the Local Authority average of 51.2% and the national figure of 50.9%. However, when isolating disadvantaged pupils without special educational needs (SEN), the school achieved a GLD percentage of 67%, surpassing the national average for this group (61.2%) but falling slightly short of the Local Authority average (70.9%).

For non-disadvantaged pupils, Saracens Broadfields outperformed both the Local Authority and national averages, achieving 75% GLD compared to 73.2% (Local Authority) and 70.9% (national).

These results demonstrate the effectiveness of targeted strategies for disadvantaged non-SEN pupils, as their outcomes significantly exceed national benchmarks, highlighting the school's commitment to addressing the attainment gap. However, the broader outcomes for disadvantaged pupils, particularly those with SEN, underscore the ongoing challenge of balancing provision for a disproportionately high number of EHCP and PP-eligible children. Continued focus on tailored interventions and support systems is necessary to further close the gap between disadvantaged and non-disadvantaged pupils.

2025 GLD update

Group	SB (% GLD)	Local Authority (% GLD)	National (% GLD)
Disadvantaged (all)	45	55.2	51.7

Non Disadvantaged (all)	65.3	74.0	71.3
Disadvantaged (non SEN)	68.3	71.4	68.3

At SBF, disadvantaged pupils achieved 45% GLD, which is significantly below the Local Authority average of 55.2% and the national average of 51.7%. This indicates that pupil premium children at SBF are underperforming compared to both local and national peers.

For disadvantaged pupils without SEN, SBF's figure is 68.3% GLD, which is slightly below the LA average of 71.4% but in line with the national average of 68.3%. This shows that for disadvantaged pupils without additional SEN needs, SBF performs comparably to the national average, though still slightly behind the local benchmark.

In comparison, non-disadvantaged pupils at SBF achieved 65.3% GLD, which is below the LA average of 74% and the national average of 71.3%, suggesting that the attainment gap affects the whole school, but disadvantaged pupils remain the most impacted group.

Summary:

- Disadvantaged pupils at SBF are performing below LA and national averages, particularly when SEN pupils are included.
- Disadvantaged pupils without SEN perform at a comparable level to the national average, highlighting that SEN is a key factor in the attainment gap.
- Focused interventions for disadvantaged pupils, especially those with SEN, are essential to close the gap at SBF.

KS1 Phonics

Group	SB (% passing phonics)	Local Authority (% passing phonics)	National (% passing phonics)
Disadvantaged (all)	69.2	73	68.1
Non Disadvantaged (all)	76.8	85.5	83.6
Disadvantaged (non SEN)	86	85.2	79.2

69.2% of disadvantaged pupils passed the phonics screening check in 2024, slightly below the Local Authority average of 73% but above the national average of 68.1%. Among disadvantaged pupils without special educational needs (SEN), 86% achieved the expected standard, exceeding both the Local Authority average of 85.2% and the national average of 79.2%. This demonstrates the school's success in supporting disadvantaged non-SEN pupils to achieve strong phonics outcomes.

For non-disadvantaged pupils, 76.8% passed the phonics screening check, which, while below the Local Authority average of 85.5% and the national figure of 83.6%, reflects ongoing efforts to maintain progress across all groups.

These outcomes highlight the effectiveness of Saracens Broadfields' targeted interventions for disadvantaged non-SEN pupils, while also identifying areas for improvement, particularly in supporting disadvantaged pupils with SEN and non-disadvantaged pupils to reach their full potential. By continuing to refine teaching strategies and providing personalised support, the school is well-placed to close these gaps further in future cohorts.

2025 Phonics Check update

Group	Saracens Broadfields (% passing phonics)	Local Authority (% passing phonics)	National (% passing phonics)
Disadvantaged (all)	80%	73.6%	66.9%
Non Disadvantaged (all)	78.8%	84.3%	83.3%
Disadvantaged (non SEN)	94.7%	84.7	79.3%

Pupil Premium pupils at Saracens Broadfields performed broadly in line with national outcomes, though slightly below the Local Authority average in the KS1 Phonics Screening Check. Disadvantaged pupils overall achieved a pass rate of 69.2%, which is above the national average of 68.1%, indicating that outcomes for this group compare favourably to pupils nationally. However, performance remains below the Local Authority average of 73%, highlighting a continued gap when compared to local peers.

When disadvantaged pupils without SEN are considered separately, outcomes are notably strong. This group achieved a pass rate of 86%, exceeding both the Local Authority average of 85.2% and the national average of 79.2%. This demonstrates that disadvantaged pupils without additional learning needs are making strong progress and that targeted support and high-quality phonics teaching are having a positive impact.

Overall, the data suggests that SEN is the key factor influencing outcomes within the Pupil Premium cohort, rather than disadvantage alone. The strong performance of disadvantaged non-SEN pupils indicates effective use of Pupil Premium funding, while outcomes for disadvantaged pupils with SEN highlight the need for continued focus on early identification, targeted intervention and inclusive classroom strategies to further close the gap with local outcomes.

KS2

Multiplication Tables Check

Group	Saracens Broadfields (average score out of 25)	Local Authority (average score out of 25)	National (average score out of 25)

Disadvantaged (all)	21.7	19.9	18.8
Non Disadvantaged (all)	23.22	22.1	21.3
Disadvantaged (non SEN)	22.4	20.8	20.3

The Saracens Broadfields Multiplication Check results highlight remarkable success, with pupils across the school outperforming both local authority and national averages. The average score for all disadvantaged pupils at Saracens Broadfields is an impressive 21.7 out of 25, significantly higher than the local authority average of 19.9 and the national average of 18.8. This outstanding accomplishment demonstrates the school's commitment to providing high-quality support and interventions for disadvantaged pupils, enabling them to exceed expectations. Likewise, non-disadvantaged pupils at Saracens Broadfields achieved an excellent average score of 23.22, surpassing both the local authority average of 22.1 and the national average of 21.3, reflecting the school's ability to secure outstanding outcomes for all pupils.

The success is particularly notable among disadvantaged pupils without SEN, who achieved an average score of 22.4, far exceeding the local authority average of 20.8 and the national average of 20.3. These results underscore Saracens Broadfields' dedication to closing the attainment gap and ensuring fairness in education. The school's strategic approach, incorporating tailored support, rigorous teaching, and targeted interventions, has empowered pupils to make significant progress in their multiplication skills. This exceptional performance highlights the hard work and commitment of staff, pupils, and families and sets a high standard of excellence within the local authority and beyond.

2025 Multiplication Timestable Check update

Group	Saracens Broadfields (average score out of 25)	Local Authority (average score out of 25)	National (average score out of 25)
Disadvantaged (all)	22.8	20.6	19.5
Non Disadvantaged (all)	23.5	22.2	21.6
Disadvantaged (non SEN)	23.3	21.9	20.9

Saracens Broadfields performed strongly in the Year 4 Multiplication Tables Check, with pupils achieving outcomes above both the Local Authority and national averages across all groups. Disadvantaged pupils achieved an average score of 22.8 out of 25, significantly outperforming both the Local Authority average of 20.6 and the national average of 19.5. This indicates that disadvantaged pupils at Saracens Broadfields are well supported and are developing secure recall of multiplication facts.

Non-disadvantaged pupils also performed very well, achieving an average score of 23.5, exceeding the Local Authority average of 22.2 and the national average of 21.6. This demonstrates consistently strong teaching and high expectations for all pupils.

When disadvantaged pupils without SEN are considered separately, outcomes remain strong, with an average score of 23.3 compared to 21.9 locally and 20.9 nationally. This suggests that targeted support and effective teaching strategies are having a positive impact, enabling disadvantaged pupils to achieve at least in line with, and often above, their peers.

Overall, the results reflect a robust and well-sequenced approach to teaching multiplication tables across the school, with effective intervention and practice ensuring that pupils, including disadvantaged groups, are well prepared for the check and have secure foundational mathematical knowledge.

Key Stage 2 outcomes: (2 pupils eligible for PP still needs to be discounted)

Subject	(ALL) SB Disadvantaged	(ALL) SB Non Disadvantaged	Non SEN SB Disadvantaged	Non SEN (Local Authority) Disadvantaged	Non SEN (National) Disadvantaged
Reading Exp +	45.8% (64 Nat)	78.9%	64.3%	81.3%	76.1%
Writing Exp +	58.5% (60 Nat)	75.4%	71.4%	77.9%	74.9%
Maths Exp +	58.3% (61 Nat)	78.9	92.9%	81.4%	73.3%

At Saracens Broadfields, disadvantaged pupils without special educational needs (non-SEN PP) achieved 92.9% at the expected standard in Key Stage 2 Mathematics in 2024. This performance significantly outpaces both the Local Authority average of 81.4% and the national average of 73.3%, highlighting the effectiveness of the school's targeted support and teaching strategies for this group.

These outcomes demonstrate that Saracens Broadfields has been highly successful in ensuring that non-SEN PP pupils are achieving strong results in mathematics, outperforming both local and national benchmarks. The school's tailored interventions and focus on closing the attainment gap for disadvantaged pupils have played a crucial role in these exceptional results.

While Saracens Broadfields has made significant strides in many areas, the Key Stage 2 reading outcomes for pupils eligible for Pupil Premium (PP) in 2024 were not good enough. Despite efforts, 12% of non-SEN PP pupils were behind the national average, and it is clear that these results did not meet the high standards expected. Four pupils missed the pass mark by just one mark, underscoring the narrow margin by which improvements could have been made.

The impact of external tuition partners, while a valuable addition, did not yield the expected improvements. Despite monitoring various tutors and responding swiftly to any challenges, the progress of these pupils was not as significant as hoped. The experience and expertise of Saracens

Broadfields' own teachers were identified as key to supporting these pupils more effectively, leading the Headteacher and Deputy Headteacher to directly take charge of these groups in Year 5 and 6.

This shift reflects the school's commitment to making a tangible difference, recognising that targeted support from skilled, experienced teachers is crucial for turning around reading outcomes. The focus now is on addressing this gap with renewed energy and dedication, ensuring that the appropriate interventions are in place to meet the needs of these pupils and improve their outcomes moving forward. Saracens Broadfields is determined to reverse this trend and bring these figures in line with, or above, national expectations in the next academic year.

Looking at this year's Year 6 cohort, 71% of Pupil Premium (PP) pupils are on track to achieve the Expected+ standard (including SEN/ not including SEN: 92%), which is 7% higher than the national figures for the 2023/24 academic year. This positive outcome highlights the effectiveness of the booster class, led by the Senior Leadership Team (SLT), in supporting the academic progress of PP pupils. The targeted intervention is clearly having a significant impact, helping to close the achievement gap and ensure that these pupils are progressing well towards meeting national expectations.

2025 KS2 results update

Subject	(ALL) SB Disadvantaged	(ALL) SB Non Disadvantaged	Non SEN SB Disadvantaged	Non SEN (Local Authority) Disadvantaged	Non SEN (National) Disadvantaged
Reading Exp +	78%	86.5%	96.4%	78.1%	84.5%
Writing Exp +	73.2%	82.7%	89.3%	76.9%	79.9%
Maths Exp +	82.9%	88.5%	92.9%	75.8%	82.7%

Pupil Premium (Disadvantaged) Performance: Saracens Broadfields vs Borough and National

The 2025 KS2 outcomes show that **Pupil Premium pupils at Saracens Broadfields perform strongly in comparison to both local authority and national disadvantaged outcomes**, particularly when like-for-like comparisons are made with **non-SEN disadvantaged pupils**.

- **Reading (EXS+)**

Non-SEN disadvantaged pupils at SB achieved **96.4%**, which is **significantly above** both the local authority (**78.1%**) and national (**84.5%**) disadvantaged averages. This represents a substantial positive gap and highlights the effectiveness of reading provision and targeted support for disadvantaged pupils.

- **Writing (EXS+)**

At **89.3%**, SB's non-SEN disadvantaged pupils again outperform both the borough (**76.9%**) and national (**79.9%**) figures. This suggests strong consistency in teaching, feedback, and curriculum

sequencing for writing across the school.

- **Mathematics (EXS+)**

Outcomes remain very strong, with **92.9%** of non-SEN disadvantaged pupils reaching the expected standard, compared with **75.8% locally** and **82.7% nationally**. This indicates that disadvantaged pupils at SB are not only closing gaps but exceeding wider benchmarks.

When looking at **all disadvantaged pupils** (including those with SEND), outcomes remain solid, reflecting the school's inclusive practice and commitment to meeting complex needs. The difference between "all disadvantaged" and "non-SEN disadvantaged" outcomes also provides useful insight into the impact of additional needs, rather than weaknesses in provision.

Overall Evaluation

- Disadvantaged pupils at Saracens Broadfields **significantly outperform** their disadvantaged peers locally and nationally.
- The school has **effectively diminished the disadvantage gap**, particularly for pupils without SEN.
- These outcomes reflect **high-quality teaching, targeted intervention, and effective use of Pupil Premium funding**.
- Reading is a particular strength, with exceptional outcomes that exceed all comparators.

This data provides strong evidence that **Pupil Premium strategies at SB are highly effective and having sustained impact**.

Looking back to our Challenges in the previous Strategy Statement:

1. Phonics outcomes at Year 1 (2021) : 50 % passed phonics (Disadvantaged) v 67.2% passed phonics (non disadvantaged)

2024 - that figure rose to 69.2% v 76.2% non-disadvantaged, showing improved outcomes for all, not just pupils eligible for Pupil Premium.

2025 the figure rose again to 80%.

2. For disadvantaged pupils, key stage 2 attainment of the expected standard in writing was significantly below national in 2019.

2024 We are still behind National figures but we have reduced the difference to -1.5%.

2025 - 73.2% Saracens Broadfields v 58.9% National - we are now well ahead of national figures.

3. Improve maths attainment for disadvantaged pupils in Year 1

Summer 2022 Target met: KS1 outcomes 2022 update - 76.5% got exp + (Disadvantaged) v 77.6% got exp + (non disadvantaged) attainment gap closing

Summer 2023 - Year 3 76.7% non disadvantaged pupils achieved EXP +

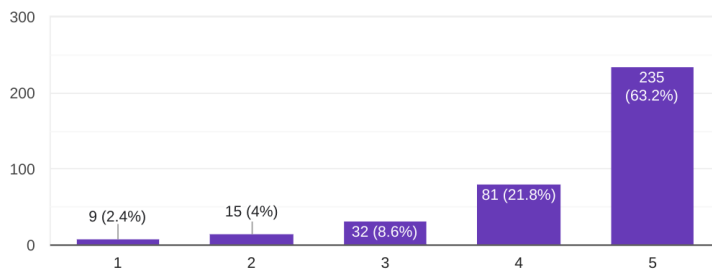
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

2019

How safe do you feel at Broadfields?

Copy

372 responses

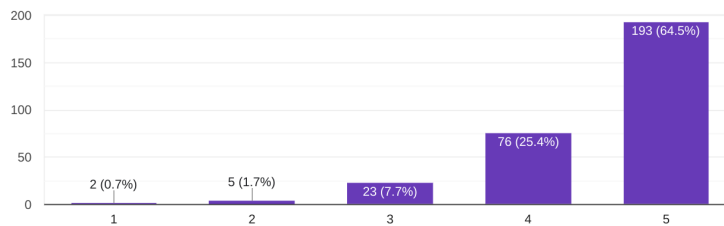


2023

How safe do you feel at Broadfields?

Copy

299 responses



4. Attendance: 93.4% which is lower than previous years before COVID.

2022- 23

Attendance Statistics

Start Date 1st Sep 2022. End Date 23rd Jul 2023. Students who are Disadvantaged. Showing Only current students. [Change](#)

Student Group	Present R/C	Auth. Absent R/C	Unauth. Absent R/C	Persistent Absentees
	Marks	Marks	Marks	
All Students	92.59%	5.56%	2.05%	24.12%

2023-24

Attendance Statistics				
Start Date: 1st Sep 2023, End Date: 23rd Jul 2024, Students who are Disadvantaged, Showing Only current students. Change				
Hide columns <input type="text" value="Search this table"/> Download				
Student Group	Present R/C	Auth. Absent R/C	Unauth. Absent R/C	Persistent Absentees
	Marks	Marks	Marks	
All Students	93.35%	4.3%	2.35%	19.51%

Attendance initially continued to drop, however in 2023-24, attendance figures improved by almost 1% and persistent absenteeism also decreased.

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
Online programs to support fluency and reasoning in Maths	Mathletics LBQ Times Tables Rock Stars
Online programs to support fluency and reasoning in Reading	Accelerated reader Reading Eggs Writing Legends (new) My On
An MIS that manages the school's essential daily admin, record important student information, create intuitive reports	Arbor
Secure Online Learning Journal (EYFS)	Tapestry
School Communication Platform	Class Dojo
Programme to support pupils through grief, bereavement and separation.	Grief Encounter
Play therapy to support the mental health and emotional wellbeing of our most Vulnerable children Play Therapy	Catholic Children's Society
To create both print and interactive materials from a range of templates or from scratch using a document writer using symbols.	Widget Online

<p>School funded speech and language services to supplement NHS Integrated Therapy Services.</p>	<p>Speech and Language Therapy (private)</p>
<p>School funded occupational services to supplement NHS Integrated Therapy Services.</p>	<p>Occupational Therapy (private)</p>
<p>Power of You Project is a values-led programme designed to empower children and adults to recognise their strengths, build confidence, and believe in their potential. Rooted in positive psychology and inclusive practice, the programme encourages individuals to reflect on who they are, what they bring, and how they can grow. (new)</p>	<p>Kinspiration</p>
<p>Speech and Language Programme in Years 3 and 4 supports pupils who experience difficulties with expressive and/or receptive language, communication, and social interaction. The provision is designed to help children develop the language skills they need to access learning confidently and communicate effectively with peers and adults.</p>	<p>ELSEC</p>