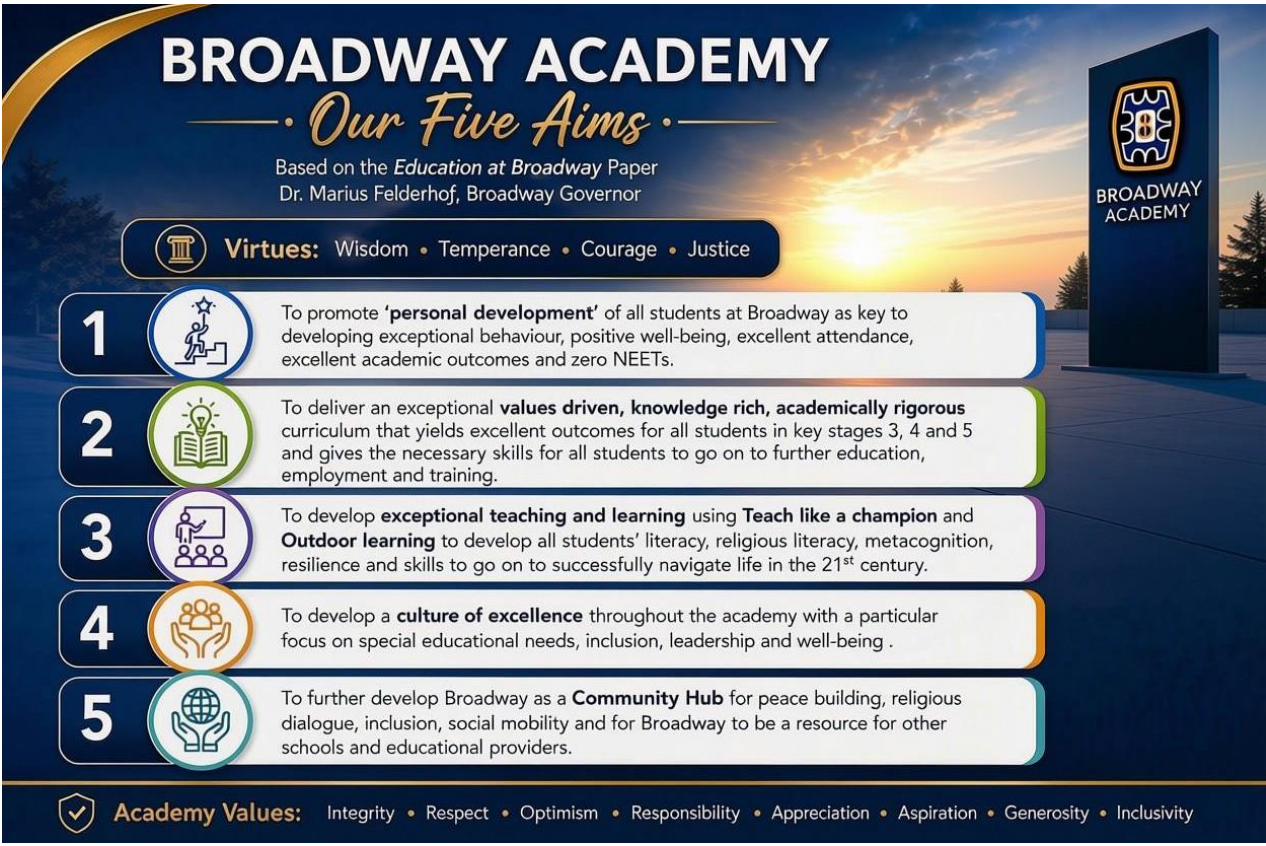


Pupil premium strategy statement - The Broadway Academy

This statement explains how The Broadway Academy will use pupil premium funding in 2026-27 to improve outcomes for disadvantaged pupils.

It sets out the barriers pupils face, the action we will take and our evaluation of 2025-26 outcomes.

Our educational philosophy is captured by this article written by a Broadway governor and the aims outlined below: <https://www.broadway-academy.co.uk/education-at-broadway>



BROADWAY ACADEMY
— • *Our Five Aims* • —
Based on the *Education at Broadway Paper*
Dr. Marius Felderhof, Broadway Governor

Virtues: Wisdom • Temperance • Courage • Justice

- 1**  To promote '**personal development**' of all students at Broadway as key to developing exceptional behaviour, positive well-being, excellent attendance, excellent academic outcomes and zero NEETs.
- 2**  To deliver an exceptional **values driven, knowledge rich, academically rigorous** curriculum that yields excellent outcomes for all students in key stages 3, 4 and 5 and gives the necessary skills for all students to go on to further education, employment and training.
- 3**  To develop **exceptional teaching and learning** using **Teach like a champion** and **Outdoor learning** to develop all students' literacy, religious literacy, metacognition, resilience and skills to go on to successfully navigate life in the 21st century.
- 4**  To develop a **culture of excellence** throughout the academy with a particular focus on special educational needs, inclusion, leadership and well-being .
- 5**  To further develop Broadway as a **Community Hub** for peace building, religious dialogue, inclusion, social mobility and for Broadway to be a resource for other schools and educational providers.

Academy Values: Integrity • Respect • Optimism • Responsibility • Appreciation • Aspiration • Generosity • Inclusivity

School overview

Detail	Data
Number of pupils in school	c.1271
Proportion (%) of pupil premium eligible pupils	c.60%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you	2024-2025 2025-2026

must still publish an updated statement each academic year)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ron Skelton (HT)
Pupil premium lead	Stuart Carroll (DHT)
Governor / Trustee lead	Guy Hordern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(April to March) £759,000
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	£759,000

Part A: Pupil premium strategy plan

Statement of intent

More than half of Broadway pupils are disadvantaged. Our aim is clear: their background must not limit their achievement, personal development or future destination.

We prioritise high-quality teaching, strong literacy, excellent attendance and timely targeted support. We track disadvantaged pupils closely, particularly those who also have SEND, a social worker, caring responsibilities or other barriers to learning and wellbeing.

Success means disadvantaged pupils making strong progress from their starting points, attaining at least as well as disadvantaged pupils nationally, narrowing the gap with national non-disadvantaged pupils and progressing successfully at 16 and 18. No disadvantaged pupil should become NEET.

Our approach is ambitious for pupils at every starting point. In 2026, the most able disadvantaged Year 11 pupils achieved an Attainment 8 score of 76.5.

Our priorities are:

- Strong academic outcomes for Disadvantaged (DA) pupils
- consistently strong, adaptive teaching
- rapid identification and removal of barriers
- improved literacy, attendance and punctuality
- high expectations, effective family engagement and strong pastoral support
- A strategy monitored by leaders and governors for impact

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These are not necessarily listed in priority order

Challenge number	Detail of challenge
1: The local context	Disadvantage is a whole-school issue: approximately 54% of pupils are eligible for pupil premium. Many pupils live in Aston and Perry Barr, where deprivation, low adult qualification levels and limited access to professional employment create significant barriers. In Aston, just over half of adults are economically inactive, 45% were born outside the UK, more than one third have no qualifications and over 40% of households have no car. More than one quarter of residents



	privately rent and over one third of households include a registered disabled person. In Perry Barr, 21% of adults have no formal qualification and this area has the second highest NEETs in the city. These pose significant challenges which is why our work at Broadway is so important. The local area averages between 190.1 and 241.4 crimes per 1,000 residents. This is more than double the national average of England and Wales (~83.5 per 1,000) These factors can restrict literacy, mobility, cultural capital and access to opportunity. Our response is high expectations, strong teaching and practical support: 'Our children, our community, believe it can be done.'
2: Attendance	Regular, punctual attendance is essential to achievement. Disadvantaged pupils' attendance has remained above the national figure over time, but persistent absence and punctuality continue to limit the progress of some pupils, particularly those with SEND or multiple vulnerabilities. The 2026-27 strategy strengthens daily tracking, early family contact, targeted support and leadership oversight so that attendance improves further and gaps close quickly.
3: Literacy	Literacy is the primary barrier to achievement at Broadway Academy and, in our context, it is a whole-community need rather than a gap between disadvantaged students and their peers. Around 63% of Key Stage 3 are eligible for free school meals and over 70% speak English as an additional language, so for the great majority of our disadvantaged students low literacy on entry is the norm of the community they arrive from, not an exception within it. NGRT assessment of KS3 in April 2026 shows that 137 students – nearly one in four – sit in the two highest-risk tiers, 46 of them with a Standard Age Score below 74 and still requiring phonics-level intervention in secondary school. The need is most acute at the point of entry: Year 7 (current Y8) returned a mean SAS of 96.6 against a national benchmark of 100, with 43.6% reading below SAS 97 and 42.6% profiled as Dependent, Late Emerging or Transitioning Readers who cannot access an age-appropriate text without intervention or scaffolding – thirteen students in every class of thirty. Disadvantaged students account for 78 of the 137 highest-need readers and 58% of the total reading-age deficit across Key Stage 3, and they do not read less well than their non-disadvantaged peers here, which confirms that the barrier is structural, rooted in the SEND crossover, and linguistic rather than one of individual disadvantage. Its mechanism sits in the community: in an area where 45% of Aston residents were born



outside the UK, English is frequently the only language students have ever been formally taught, while the home language is often not fully developed either, producing an oral dependency rather than mature literacy in any language. In the classroom this presents as a thin academic vocabulary, weak automaticity and fluency when reading aloud, limited control of spoken syntax, and real difficulty moving from literal to inferential, abstract and metaphorical meaning – the precise competencies on which every GCSE specification depends.

Our largest moveable group, Tier 3, can decode but carry an average reading gap of over three years; their progress depends on explicit vocabulary and comprehension instruction rather than further phonics. This is why literacy is a key improvement priority and why disadvantaged funding is directed towards whole-cohort provision – Forensic Reading in every form group, explicit vocabulary instruction across the curriculum, and tiered intervention driven by NGRT data – rather than a discrete PP programme. Without functional academic literacy on entry, disadvantaged students cannot access the curriculum, and the longer-term pattern in Birmingham – rising professional qualifications but persistent under-representation in senior leadership and management roles – suggests exactly this kind of nuanced literacy deficit is one of the mechanisms holding people back.

The point at which this barrier converts into a disadvantage gap is visible in our 2026 GCSE outcomes. In English Language, where the literacy strategy has been most fully embedded, the disadvantage gap narrowed from 13.3 to 3.7 percentage points at grade 4+, with disadvantaged attainment rising in absolute terms from 58.4% to 60.3% and exceeding the national disadvantaged figure by 11.9 points – evidence that the barrier is not fixed. In English Literature, over the same period, the gap widened from 10.4 to 20.6 percentage points and disadvantaged attainment fell from 67.9% to 59.7%. Literature is the subject that places the heaviest demand on precisely the competencies our NGRT data identifies as weakest – sustained independent reading of whole texts, closed-book recall of quotation across two papers, and the movement from literal to inferential and conceptual meaning – and it is therefore where the underlying literacy deficit is most exposed at the point of examination. Closing that gap is a priority of the 2026-27 English Improvement Plan, and it is the principal reason disadvantaged funding is directed at reading, vocabulary and academic oracy from the point of entry rather than at examination-year intervention alone.

4- Attainment	In 2026, disadvantaged pupils achieved an Attainment 8 score of 40.1: 5.2 points above disadvantaged pupils nationally and only 0.1 below pupils in similar schools. However, this remained 10.3 points below national non-disadvantaged pupils.
------------------	--



The picture is similar with Post-16, where our DA students out-perform DA students nationally and progress in-line with all students (non-DA and DA combined) nationally. Our results in Year 13 significantly improved in 2026 and we are going to build on that for 2027 exams.

The priority is to maintain strong progress while raising attainment, particularly in science, languages and humanities, and to close internal and national gaps from Key Stage 3 onwards so that Broadway DA pupils equal national non-DA pupils for attainment (A8 50.4). We aim to diminish this difference quickly.

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
1. Quality First Teaching	Teaching is consistently strong for disadvantaged pupils. Evidence will include approximately 700 annual learning walks which give qualitative and quantitative analysis. Feedback is given to teachers. Evidence will also include work scrutiny, pupil voice, assessment outcomes and external school-improvement reviews which show consistent quality first teaching and successful curriculum implementation.
2. Progress and Attainment	In 2027 exams, DA pupils in Year 11 to have: • P8 score above DA pupils nationally (in 2024 this was -0.57) • A positive Progress 8 (P8) score • P8 score above all pupils nationally • P8 score in line with non-DA pupils nationally (in 2024 this was 0.16) • P8 score in line with non-DA pupils at Broadway • A8 score above DA nationally • A8 score in line with all pupils nationally • Close the gap by 5 points (half a grade) with non-DA pupils nationally • A8 score in line with non-DA pupils at Broadway In 2027 exams, DA students in Year 13 to have:



	• L3VA score above DA students nationally (in 2024 this was -0.16) • A positive Level 3 Value Added (L3VA) score • L3VA score above all students nationally (in 2025 this was -0.00) • L3VA score above non-DA students nationally (in 2025 this was -0.01) • APS (Average Point Score) score in line with non-DA pupils at Broadway • APS score above DA nationally • APS score in line with all pupils nationally • APS score in line with non-DA pupils at Broadway In 2027 Tests (3 per year). DA pupils at Key Stage 3 to have: • Test scores in line with non-DA peers • Progress in line with their Key Stage 2 starting point (as measured against their peers)
3. Attendance	Disadvantaged attendance reaches at least 93%, persistent absence falls to 14% or below, punctuality improves and gaps with other pupils narrow.
4. Literacy	Reading assessments and classroom evidence show clear gains in fluency, vocabulary, comprehension, speaking and writing. Pupils receiving early reading support make rapid progress; wherever possible, pupils at the earliest stages master the required phonics by the end of the academic year and all disadvantaged pupils move closer to age-related reading expectations.
5. Participation, enrichment and inclusion	Participation in sport, music, outdoor education, clubs, societies and trips matches that of non-disadvantaged pupils. Financial support removes barriers, and records demonstrate regular and meaningful participation, including through Esperance Farm and Island Pool.

Activity in this academic year (2026-27)

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: 20% of budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. High-quality teaching which raises attainment and progress measures for all and precision focus on disadvantaged pupils Further developing teaching staff CPD programme so that they have the tools to enhance their delivery of quality first teaching. CPD primary focus on TLAC strategies supported by the T+L handbook that all staff have by focussing on: (a) Retrieval (b) Checking for understanding (c) Assessment (d) Quality of explanation/feedback (e) Adaptive teaching to ensure high levels of challenge and support. (f) SMID data analysis	EEF guide to the pupil premium, including the tiered approach. High quality, adaptive teaching which maximises learning in the core areas identified. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium strategy to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium". The EEF guide to the Pupil Premium: Key Principles <u>1. High-quality teaching EEF</u> Teach Like a Champion strategies led by teaching and learning lead Teaching WalkThru's EEF feedback and mastery learning Literacy research to inform the literacy strategy SMID data tracking system PIXL research, website and conferences Digital homework platforms to support home learning (for example Seneca)	3, 4
2. Intensive teaching for KS4 pupils across the academic year	Previous experience in 2021-2026 Planned interventions outside the classroom	4
3. The information and data manager's tracking of PP progress provides speedy, meaningful and accurate information for SLT and middle	Previous experience in 2021-2026. SMID is our internal system that allows us to quickly identify the performance of key pupil groups.	4



Activity	Evidence that supports this approach	Challenge number (s) addressed
tier leaders to use in pursuit of raising attainment and progress		
4. SLT coordination of parental engagement, with an emphasis on KS4 in 2026-27, rolling out across other year groups in 2026-2027 Workshops for parents on how they can be the second line of teachers	EEF - parental engagement <u>Parental engagement EEF</u>	1, 2, 3, 4
5. New Homework strategy for 2026-27	To further improve homework quality, tracking and support for parents, we have invested in quality online platforms like Seneca. The library will support this strategy as will HW clubs across all year groups. Homework timetables, information regarding logins and setting as well as how to access pupil homework will be given to parents so that they can support as the second line of teaching. <u>Homework EEF</u>	1, 3, 4
6. New Literacy Strategy for 2026-27	A researched-led, large scale literacy strategy is in place for 2026-27. This builds on the work from 2025-26. Training and support given to staff to deliver across form sessions and in subject lessons.	3, 4
7. New PSHE programme for 2026-27	After research and consideration, a new PSHE curriculum is in place for 2026-27. Training for staff has been given and monitoring is in place. This is statutory and will be delivered well and helps students build long-term, practical habits across several key areas of life.	1,2,4

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

Budgeted cost: 30% of budget

Activity	Evidence that supports this approach	Challenge number (s) addressed
1. Reading Continue to provide reading intervention for all pupils as part of our 2026-27 reading strategy alongside targeted pupils in need of improving their reading age in line with their chronological age. Support for all students (including disadvantaged) at the earliest stages of learning to read including early phonics, so that every Broadway Academy child can read for meaning by the time they end KS3 and KS4	<u>Reading comprehension strategies EEF</u>	3, 4
2. LSAs providing 1 to 1 support and interventions. Small group work on Literacy, Numeracy, and speech and language. During form time, after school and within lessons. Including for EAL pupils.	EEF 1 to 1 tutoring/phonics <u>One to one tuition EEF</u>	1, 3, 4
3. Ensure disadvantaged is a key focus on department development plans. Plans quality-assured by Academy leaders.		4
4. Brilliant Club	Long-standing strategy used at Broadway to stretch and challenge High Prior Attainment DA pupils. Almost all the pupils on this programme (current year 8) are DA. <u>Impact - The Brilliant Club</u>	1, 4
5. Continue to provide holiday intervention school to support GCSE exam revision and preparation in	External company work alongside Broadway leaders to identify key pupils across a range of subjects who need extra support. Priority given to DA pupils. These sessions run over weekends	4

Activity	Evidence that supports this approach	Challenge number (s) addressed
conjunction with Assessment Box.	and school holidays. <u>Selecting interventions EEF</u>	
6. Continue to ensure careers advice is effective and have 0% NEETS	In 2024-25, Broadway had 0% post-16 NEETS. Extra support is given to the most disadvantaged and vulnerable pupils. <u>Aspiration interventions EEF</u>	1, 4
7. Use School Improvement Partners to quality-assure provision for DA pupils		4

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

Budgeted cost: c. 50% of budget

Activity	Evidence that supports this approach	Challenge number (s) addressed
1. Attendance strategy for reducing persistent absence among disadvantaged students fully operationalised by attendance manager, home liaison officer, and pastoral leadership and teams i. Targets for specific year groups ii. Excellent communication across staff, pupils and parents iii. Daily intensity of calls, contact and visits iv. Tight loop of oversight and learning points with timely action	<u>Supporting school attendance EEF</u>	2

Activity	Evidence that supports this approach	Challenge number (s) addressed
2. Cultural capital supported by financial support for enrichment activities including educational trips and development of Outdoor learning and Island Pool to facilitate the above	Ofsted research places emphasis on improving cultural capital, particularly for disadvantaged students. Learning is contextualised in concrete experiences and language rich environments <u>What Outdoor Learning Really Teaches Young People</u>	1, 3
3. Behaviour mentoring from Broadway trained staff and following significant success in 2025/26, use of external company Goldmine Coaching	Essential for supporting the most vulnerable pupils. Case studies prove our success and on-going work. <u>Behaviour interventions EEF</u>	1, 2, 4
4. Instrumental music lessons by peripatetic teachers and music performances including the Broadway choir.	Essential for cultural capital, achievement and wellbeing <u>Arts participation EEF</u>	1

Total budgeted cost: £759,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress from 2025 to 2026

Overall picture. The 2026 disadvantaged cohort achieved an Attainment 8 score of 40.1, compared with 40.6 in 2025. This small 0.5-point reduction should be considered alongside CAT testing completed by both cohorts, which showed that the 2026 cohort had lower starting points. Despite this, the 2026 result remained well above the 2025 national disadvantaged figure of 34.9.

What improved. Outcomes strengthened in several important measures: English and mathematics grade 5+ rose from 28.8% to 31.1%; English Attainment 8 rose from 8.9 to 9.2; English grade 4+ increased from 66.1% to 68.2%; mathematics Attainment 8 rose

from 7.4 to 7.6; mathematics grade 4+ increased from 53.4% to 54.0%; and humanities grade 5+ increased from 24.3% to 35.9%. In 13 of the 17 reported measures, Broadway's 2026 disadvantaged outcomes were above the corresponding national disadvantaged figure.

Priorities for improvement. The combined English and mathematics grade 4+ measure fell from 52.5% to 49.3%, while science, languages and humanities grade 4+ outcomes declined. Changes have already been made for the 2026/7 academic year in Science, Geography and Languages . Attainment outcomes remain below national non-disadvantaged pupils and our aim is to close this gap quickly. Our DA priorities are therefore to secure stronger grade 4+ outcomes, rebuild science and languages, improve humanities consistency and continue narrowing the wider attainment gap with non-disadvantaged peers. A return to Progress 8 in 2027 will also help us as this is where we have been very strong.

Disadvantaged pupils 2026 compared with national benchmarks

Measure	School Disadvantaged (DA) 2026	National DA 2025 (most recent available)	Broadway DA Vs. National Disadvantaged	National Non-Disadvantaged 2025	Broadway DA Vs. National Non-Disadvantaged
Overall A8	40.1	34.9	Above	50.4	Below
English and maths grade 4+	49.3%	43.8%	Above	73.1%	Below
English and maths grade 5+	31.1%	25.8%	Above	53.1%	Below
English A8	9.2	7.8	Above	10.6	Below
English grade 4+	68.2%	56.3%	Above	81.3%	Below
English grade 5+	52.0%	41.3%	Above	67.9%	Below
Maths A8	7.6	6.9	Above	10.0	Below
Maths grade 4+	54.0%	49.8%	Above	77.7%	Below
Maths grade 5+	31.8%	31.0%	Above	59.2%	Below
Science grade 4+	44.6%	47.3%	Below	72.4%	Below
Science grade 5+	31.8%	29.6%	Above	54.5%	Below
Languages grade 4+	48.7%	61.9%	Below	76.0%	Below
Languages grade 5+	25.4%	49.3%	Below	63.6%	Below
Humanities grade 4+	35.9%	44.8%	Below	69.6%	Below
Humanities grade 5+	25.4%	32.6%	Above	57.5%	Below
EBacc A8	10.9	9.9	Above	14.8	Below
Open A8	12.5	10.3	Above	14.9	Below

*No national progress measures in 2026 or 2025 exams. Progress 8 returns in 2027.

Previous Disadvantaged Progress Scores

Year	Broadway Progress 8 score for DA	P8 score for DA nationally	P8 score for all pupils nationally	P8 score for non-DA pupils nationally	P8 score for Broadway non-DA pupils
2024	0.06	-0.57	-0.03	0.16	0.03
2023	0.22	-0.57	-0.03	0.17	0.79