Inclusion Strategy – Broadfield Primary School, Oldham

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-27
Date this statement was published	November 2026
Date on which it will be reviewed	March and July 2027
Statement authorised by	The Pinnacle Learning Trust Standards Committee

Statement of intent

At The Pinnacle Learning Trust, inclusion is our commitment to creating high-achieving, supportive environments where every child and young person in our academies belongs, thrives, and succeeds.

Rooted in our core Trust values— **Belong, Inspire, Challenge, Celebrate** inclusion is not a separate initiative or isolated intervention; it is the foundation of our high-quality teaching, universal provision, and collective practice. We actively remove barriers to learning and participation, ensuring that every learner—across all phases from primary to post-16—is known, valued, and empowered to achieve extraordinary outcomes.

At Broadfield Primary School, our school community includes a high proportion of children with English as an additional language; a higher than national average proportion of children that are eligible for the Pupil Premium Grant; around 1 in 6 children with Special Educational Needs and/

or Disabilities (SEND); and an increasing number of inwardly mobile children, many of whom have limited prior experience of school and limited understanding of English language.

For this reason, inclusion has been at the heart of school and this is reflected in our curriculum, our chosen pedagogy and in our strategic plans. Because 51.3% of our children are eligible for the Pupil Premium Grant; 35.8% are PPG eligible and EAL (70% of PPG pupils are EAL); 9.8% of pupils are PPG eligible and on the SEND register (19% of PPG pupils are also SEN); and 22% of our PPG eligible learners are inwardly mobile, there is an overlap in the Pupil Premium and Inclusion Strategy, which seeks to address commonly occurring and predictable needs and barriers to learning and participation for our children, there is an overlap in the Pupil Premium and Inclusion Strategy, which seeks to address commonly occurring and predictable needs and barriers to learning and participation for our children.

As such, this Inclusion Strategy does not represent our full inclusion offer. It reflects

In 2026-27, we have chosen to focus on pillars 1, 2 and 5 of The Pinnacle Learning Trust Inclusion Statement (click for details of the pillars), linked to the principle set out in the DfE guidance on *Developing an inclusion strategy using the inclusive mainstream fund* (August, 2026).

This decision was informed by a Trust commissioned external SEND Review (Spring 2026); the April 2026 Ofsted inspection; internal inclusion audit processes (using the OAIP Audit Tool); identification of academy specific and cross Trust priorities for 2026-27; and by internal monitoring, supported by the Trust Leads for Safeguarding, SEND and with the Director of Primary School Development.

This strategy will be evaluated through internal (senior and Trust leaders) monitoring; external monitoring (SIP and/or external providers) monitoring; termly attainment and progress data analysis; the use of the OAIP audit tool (to identify strengths and areas for development); and through challenge and support provided by Trustees (via the Standards Committee). This evaluation will inform further development of this strategy in 2027-28.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

Detail of barrier to learning
Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many children. Attainment on entry data shows that: -21% of children in our 2 year old provision were at age-related expected levels of attainment on entry in Speaking in September 2025 (was 72% in 2021-22 -7% of children that are new to Nursery in September 2025 were at age-related expected levels of attainment on entry in Speaking -0% of children that are new to Reception in September 2025 were at age-related expected levels of attainment on entry in Speaking **76.9% of BPS children have English as an additional language, representing 18 different ethnic groups, speaking 24 different languages** The Bell Foundation identifies EAL, combined with other risk factors, as a potentially significant barrier to learning.
18.5% of school age BPS children are on the SEND register- with almost all of these children being EAL- and therefore experience the impact of multiple barriers to learning (was 20% in 2025-26). This group is comprised of: -15.7% of school age BPS children at SEND Support and 3% of school age BPS children have EHCPs (Nov. 2026;11 awaiting assessment for EHCP) -SLCN is the primary area of SEND need -3.2% of children have moderate learning difficulties and 2.2% children have been diagnosed with Autistic Spectrum Condition
Approximately 13% of BPS children in Year 1-Year 6 are inwardly mobile (arriving after the start of their Reception year). -1 children have been admitted to Broadfield Primary since September 2026 (was 15% in 2025-26- up from 5% in 2021), with approximately half of these children missing both EYFS and Key Stage 1 before arriving at Broadfield. -this means that **children have gaps in their knowledge and skills** because they have not had full exposure to and coverage of the national curriculum objectives in the years prior to their arrival at Broadfield.
The relative economic status of Broadfield Primary School learners, compared to children in other schools locally and nationally. The Bell Foundation recognises the impact of economic status on children's experiences and patterns of attainment when compared to their peers nationally. *Learners may, therefore, come from a highly privileged background or have suffered discrimination and poverty. The government's own figures (ONS, 2018) demonstrate an overlap between lower socio-economic groups and non-White British ethnicities. Strand, Malmberg and Hall (2015)*

found that learners (EAL or not) from neighbourhoods with deprivation levels above the national average scored less (National Curriculum levels) than those living in neighbourhoods below the average. Broadfield are number 94 of 21,550 schools across the UK (with 1 being the most deprived school in the UK)- correct as September 2026 https://research.informed.network/imd-2025#school-data IDACI (2025) information shows that 99% of children are living in areas which are the most deprived 20% nationally (Source: 2025 Index of Multiple Deprivation dataset) Median income for the Alexandra Ward is below the Oldham average and well below the national average (-£14,000, was -£13000 on previous Ward Profile information) (Source: Ward Profile), creating a financial barrier to access to some opportunities for almost all families.
Attendance In 2025-26, PPG attendance was 93.9% vs 2025-26 national 94.7% (Source: Insight)- was 93.7% vs national 94.8% in 2024-25 6.1% absence and 20.7% of PPG eligible children were persistently absent (PA) in 2025-26- was 6.3% absence and 20.1% of PPG eligible children in 2024-25 In 2023-24, PPG attendance was 93.4% vs national 94.5% (Source: Insight); 6.6% absence and 19.8% of PPG eligible children were persistently absent (PA) The aim is to improve PPG attendance and to reduce the proportion of PPG eligible children that are persistently absent.

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve by the end of our inclusion strategy, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	EYFS focus Data and standards demonstrate children in EYFS improve their oral language, vocabulary, and communication skills **Linked to The Pinnacle Learning Trust Pillar 1- Inclusive Universal Offer and Adaptive Pedagogy (DfE Principle 1, 2 and 3)** **EEF evidence base**	• Children in Acorns, Nursery and Reception make accelerated progress from their 'on entry' starting points in speaking and listening and attention • Monitoring and evaluation processes demonstrate fidelity to the Talking tales scheme and accelerated progress is seen in WELLCOMM • All EYFS staff are trained in the use of Leuven's scale. Staff use the Leuvens Scale to evaluate engagement with activities in order to shape provision • All EYFS children have the opportunity to participate in structured activities through Building Blocks to Movement • All EYFS staff access CPD on Building Blocks to Movement and plan for opportunities into provision to ensure physical movement, coordination, balance and spatial awareness because combining physical movement with learning helps improve oral language, vocabulary, and communication skills through several key developmental and cognitive mechanisms.
2	EYFS and SEND focus The impact of interventions is tracked for lower prior attaining children (this includes SEND support learners) **Linked to The Pinnacle Learning Trust Pillar 5- Inclusive Governance, Culture and Quality Assurance (DfE Principle 1)** **EEF evidence base**	• There are clear criteria for which interventions should be delivered. This distinguishes between *evidence-based interventions* (to be tracked) and *intervening* (not to be tracked) • Evidence-based and trackable interventions are selected based on leaders' analysis of assessment information to determine what gaps in knowledge are most effectively addressed through whole class OAIP and which are most effectively addressed through targeted intervention • Staff are well-trained and adequately resourced to deliver the evidence-based interventions with high levels and are aware of (& able to) record impact of the selected intervention • Assessment Leads and SENCos enact the Trust-wide agreed system to record progress and impact of interventions and review the impact of selected interventions regularly (dependent on the length of the intervention) • This process ensures consistency of approach across the academy and across PLT

3	SEND and inwardly mobile children focus Develop provision and high quality teaching for children accessing *Universal* through to *Specialist* layers of support (aligned to the Graduated Response) **Linked to The Pinnacle Learning Trust Pillar 1 and 4- Inclusive Universal Offer and Adaptive Pedagogy and Inclusive Bases and Targeted Expertise (DfE Principles 1,2,3 and 4)**	● Opportunities for all children to access sensory breaks throughout the day so they can manage their sensory needs effectively and be ready for classroom learning. Opportunities Children who were previously dysregulated now demonstrate self-discipline. ● Staff access CPD around organised learning systems and precision teaching methods. This is built into the Broadfield Inclusion Offer and is seen to impact positively on learning within monitoring and evaluation processes (including learning walks, lesson observations, spotlights, pupil and staff voice and external SIP visits) ● Monitoring and evaluation processes (including learning walks, lesson observations, spotlights, pupil and staff voice and external SIP visits) demonstrate that work with external agencies ensure that Broadfield's enhanced provision space (Ash) is better adapted to suit the needs of complex learners. ● The use of Busy Boxes for children with EHCs or those working significantly below age related expectations demonstrates all activities link to current targets and foundational knowledge and therefore good progress is made on individual targets and objectives due to increased time spent engaged in purposeful activities. ● Opportunities of using Busy Boxes to support children who struggle to follow an adult led instruction and develop personal independence in completing tasks.
4	Develop the learning environment across school to contribute to children's achievement, wellbeing and sense of belonging. **Linked to The Pinnacle Learning Trust Pillar 2- Foster belonging and inclusive environments (DfE Principles 5 and 7)**	Senior leaders' evaluation of the impact of implementing the Learning Environment Policy shows that (based on Learning environment surveys from staff and pupils in July 2026 and June 2027): Children have improved focus and attention ● The classroom environment helps pupils to focus on their learning. ● The classroom environment supports a calm and purposeful atmosphere for learning. The Learning Environment contributes to children's ability to self scaffold effectively ● Pupils can find the equipment they need independently (Helpdesks). ● Pupils know where to find classroom resources that support their learning. ● Pupils regularly refer to the working wall or classroom displays during lessons. ● The classroom environment provides useful prompts that support pupils' learning. .
5	Further develop the enrichment offer for: -children with SEND and those with other barriers to learning	● There is increased access to enrichment opportunities for children with SEND and those with other barriers to learning

	-Young Carers and/or the siblings of children with complex SEND (EHCPs) **Linked to The Pinnacle Learning Trust Pillar 2- Inclusive Universal Offer and Adaptive Pedagogy (Principles 5, 6 & 7)**	● There is increased access to enrichment opportunities for children that are Young Carers and/or the siblings of children with complex SEND (EHCPs) ● There is a wider school enrichment offer available, beyond PE-based clubs, which allows participation in varied and engaging extra-curricular opportunities for children with multiple barriers to learning. ● Increase the attendance of parents at Super Start, Marvellous Middle and Fabulous Finish, Sports day, trips for children who are targeted due to multiple barriers to learning. ● Pupil voice demonstrates children with barriers to learning have increased aspiration toward STEM-based careers

Activity in this academic year

	Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type**	**Total budgeted cost**
1	**Children in EYFS improve their oral language, vocabulary, and communication skills** ● All EYFS staff are trained in the use of Leuven's scale to evaluate engagement with activities in order to shape provision ● All EYFS staff access CPD on Building Blocks to Movement and plan for opportunities into provision to ensure physical movement, coordination, balance and spatial awareness. Staff deliver structured activities through Building Blocks to Movement ● Monitoring and evaluation processes demonstrate fidelity to the Talking tales scheme and accelerated progress is seen in WELLCOMM through SLT and/or external monitoring (learning walks/lesson observations, pupil and staff voice- see calendar for details) ● Review and analyse the attainment and progress data in Acorns, Nursery and Reception from 'on entry' starting points in speaking and listening and attention	Universal	Staff Release Monitoring and evaluation WELCOMM £5,263
2	***The impact of interventions is tracked for lower prior attaining children (this includes SEND support learners)*** -Trust SEND Lead audits current interventions to ensure that they are evidence informed and can be implemented with high levels of fidelity.	Targeted	Pre/Post teaching intervention Speech Bubble Place2Be £46,224

	-Academy leaders (including the SENCo) work alongside the Trust SEND Lead following clear criteria for the evidence-based interventions will be tracked and intervening activities, where impact data will not be tracked. -All staff receive training on how to implement the selected evidence-based interventions.. -Trust SEND Lead and DoPSD work with Assessment Leads and SENCos to enact a system to record progress and impact of interventions using the *Insight* assessment tracker system -Termly monitoring evidences the agreed approach to small group tuition & 1:1 intervention implemented being implemented with high levels of fidelity and that pedagogy is appropriate to learners' needs- termly Inclusion Lead/SENCo release time is scheduled to facilitate this monitoring -Termly SLT meetings are used to analyse impact in assessment data, with SLT supported PPMs to ensure that the agreed approach to small group tuition & 1:1 intervention is effective (using intervention tracking data) -Termly SLT supported PPMs ensure that the agreed approach to small group tuition & 1:1 intervention is informed by Trust SENCo, school SENCO and SLT evaluation and implemented in line with the agreed approach		
3	**Develop provision and high quality teaching for children accessing *Universal* through to *Specialist* layers of support (aligned to the Graduated Response)** ● Research and pupil voice is used to inform a trialled approach to providing sensory breaks. This is used to inform the development of policy and practice for the whole school implementation. Staff are trained on the rationale, evidence base, implementation guidance and leaders evaluate the impact of this approach. ○ Children participate in sensory pathways when dysregulated/moving around the main school corridor. The impact of this is evaluated through learning walks, staff and pupil voice. ● Staff access CPD around organised learning systems and precision teaching methods. This is built into the Broadfield Inclusion Offer. The impact of this is monitored and evaluated through learning walks, lesson observations, spotlights, pupil and staff voice and external SIP visits. ● School leaders engage with the local authority SEND Advisory Service to audit the environment in the Ash Room and agree actionable next steps. These steps are implemented, including consideration for staff training, resources/provision development and how to evaluate the extent to which the provision is better adapted to suit the needs of complex learners. ● Staff access CPD around Busy Boxes for children with EHCs or those working significantly below age related expectations. This is built into the Broadfield Inclusion Offer. The impact of this is monitored and evaluated through learning walks, lesson observations, spotlights, pupil and staff voice, external SIP visits and the review of progress towards individual targets and objectives.	Universal	Sensory Pathway Staff CPD SEND advisory Service SLA CPD,resources, Quality Assurance Busy Boxes Forest School £10,470

	● Children in KS1 and EYFS access Forest Schools provision to increase confidence, gross and fine motor, science, understanding of the world and enrichment experiences		
4	**Develop the learning environment across school to contribute to children's achievement, wellbeing and sense of belonging.** -develop the Learning Environment Policy- based on visits to other schools and EEF research -provide training for all staff on the reviewed Policy -allocate resources (time and funding) to implement the Learning Environment Policy -monitor the implementation of the Learning Environment Policy (3 x per year by full SLT) -evaluation the impact of the Learning Environment Policy, using the framework designed alongside the Pinnacle Learning Trust Director of the Research School	Universal	Policy development; staff training; resources for displays; and evaluation framework development & monitoring £5,040
5	**Further develop the enrichment offer for children with SEND, those with other barriers to learning and Young Carers and/or the siblings of children with complex SEND (EHCPs)** -The Trust Lead for Sports and Enrichment surveys the SENCo to understand practical considerations in increasing participation for children with SEND, those with other barriers to learning and Young Carers and/or the siblings of children with complex SEND (EHCPs) in enrichment activities (supported by the SENCo and Director of Primary School Development) -a schedule of sporting enrichment activities is planned to meet the needs of SEND learners, those with other barriers to learning and Young Carers and/or the siblings of children with complex SEND (EHCPs) so that participation increases for these groups of children. This is tracked and monitored by the Enrichment Lead. -Targeted parents/carers of children that experience multiple barriers to learning are approached to attend Super Start, Marvellous Middle and Fabulous Finish, Sports day, trips for children. Attendance of these parents/carers is tracked and monitored to encourage further engagement. -The Science Lead attends the SEERIH network focussed on inclusive practice in Science. School Leaders engage with local industry to provide opportunities to meet professionals working in STEM based careers, as part of the Careers Fair. -Conduct pupil voice surveys to evaluate the extent to which aspiration toward- and knowledge of- STEM-based careers has increased	Targeted	Trust Sport & Enrichment Lead, SENCo & Director of Primary Development release time, transport/ resource costs. OPAL and enrichment release time SEND sporting activities Science Network £5,483
		TOTAL	£72,480

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Review of the previous academic year

N/A as year 1

Further information (optional)

Please see the Pupil Premium strategy for details of how the PPG funding is being used to address the barriers identified in this strategy