# Pupil premium strategy statement – Broadheath Primary School

This statement details our school’s use of pupil premium (and recovery 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 | 524 |
| Proportion (%) of pupil premium eligible pupils | 16.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23/2023-24/2024-25 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Kirsten Lyde |
| Pupil premium lead | Jordan Donnelly |
| Governor / Trustee lead | Jennie Beech |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £118,390 |
| Recovery premium funding allocation this academic year | £12,760 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £131,150 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Broadheath we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a child’s socio-economic context, they are given the same opportunities to succeed as their non-disadvantaged peers. Our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities. Our plan works towards achieving these objectives through a broad deployment of resources into all these three areas which we believe have equal importance and are largely interchangeable. Children will be supported to achieve well academically by receiving extra support to fill gaps in learning, improve teacher practice and by levelling starting points. Those pupils requiring wellbeing support will be helped to develop a positive view of school, will receive help to overcome and regulate their emotions and as a result be happier and better learners. They will also be given wider opportunities that their peers may experience that would not otherwise be readily available to them, supporting their self-esteem and providing contextual understanding for their classroom learning. All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our children. |

## Challenges

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | Effects of lost learning time and lack of engagement with remote learning demonstrates gaps in knowledge and skills |
| 2 | Lower levels of social and emotional development |
| 3 | Lower academic starting points compared to peers |
| 4 | Lower levels of early reading, vocabulary and oracy skills |
| 5 | Lack of enrichment opportunities |

## 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** |
| Disadvantaged pupils make accelerated progress in subjects across the curriculum. | Attainment in-line with non-disadvantaged peers nationally |
| Disadvantaged pupils engage positively with school, showing excellent attendance, conduct, behaviour for learning and report being happy at school. | Attendance for disadvantaged pupils at school target 95%  Pupil reports evidence positive learning behaviours and engagement with learning  Pastoral Lead reports demonstrate positive engagement with sessions  Pupil voice evidences that pupils are happy to attend school. |
| Disadvantaged pupils’ oracy skills improve. Their vocabulary is extended and widened, they are able to contribute readily to group and class discussions, and make effective vocabulary choices in their writing and in mathematical discussions. | Attainment in-line with non-disadvantaged peers nationally at national data measures |
| Disadvantaged pupils’ reading skills improve. In early years they can segment and blend individual words, at KS1 they can read fluently and at KS2 they have strong levels of comprehension (e.g. they can infer, predict, evaluate, etc.). | Attainment in-line with non-disadvantaged peers nationally at national data measures |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,948

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Cost** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| *Educare*: Strong CPD offer for teachers to ensure QFT (quality first teach) with a particular focus on gathering and using formative assessment information | £915 | Sutton Trust Research evidence shows that effective formative assessment has the greatest cost-effective impact on pupil progress.  If teachers can accurately assess pupil progress within and between lessons, they can ensure they reshape their teaching so that pupils make the best possible progress and close any gaps  Disadvantaged pupils need and deserve the best possible support. In the case of a primary classroom this is from the class teacher, along with remaining in class rather than being removed from *whole* class sessions | Challenge 1 Challenge 3 Challenge 4 |
| Educational psychologist | £3573 | Alongside quality first teaching, we can use specialist skills in psychological and educational assessment techniques to help those having difficulties in learning, behaviour or social adjustment. | Challenge 2  Challenge 4 |
| SALT Therapist | £8120 | In addition to quality first teaching, personalised strategies are developed to support a child's individual needs, staff are trained on techniques, so they can identify the signs of speech, language and communication needs and support them appropriately. | Challenge 2 |
| Counsellor - 1 day per week | £6840 | The effect of the pandemic has developed high levels of anxiety within pupils. This has a direct impact on their access to the curriculum and their ability to tackle challenges. By having a qualified practitioner in school, pupils are offered an opportunity to explore and understand their difficulties within a relationship of agreed confidentiality. | Challenge 2 |
| Longford Park Outreach | £2500 | All children have the ability and wish to make the right choices, but for some this requires some extra support to remove any barriers and enable them to access the full curriculum | Challenge 2 |
| Therapy dog visits weekly | No cost | Teach empathy and appropriate interpersonal skills. Help individuals develop social skills. Be soothing and the presence of animals can more quickly build rapport between the teacher and pupil, and improve individual's skills to pick up social cues imperative to human relationships. | Challenge 2 |

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

Budgeted cost: £44,792

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Cost** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Little Wandle: Implementation of new synthetic phonics scheme incorporating detailed and structured intervention support for targeted PP children | £7292 | Cost-effective, high quality support delivered by class teachers and support staff (quality first teaching) | Challenge 1  Challenge 3  Challenge 4 |
| SHINE intervention | £640 | Termly assessments generate personalised areas for development for PP children and subsequently detailed plans to close these gaps. | Challenge 1  Challenge 3  Challenge 4 |
| Individual music tuition | £912 | Children showing an interest in learning a musical instrument receive fully funded tuition through the school’s music service | Challenge 1  Challenge 2  Challenge 3  Challenge 5 |
| Mentoring sessions | £35,948 | Opportunity for PP children to meet with their class teacher on a weekly basis to set personalised targets and collaboratively work through barriers to their learning. | Challenge 1  Challenge 2  Challenge 3  Challenge 4 |
| Extra TA support/ out of class intervention delivery/resourcing | £33,640 | Effective delivery of interventions relies on resourcing and time. | Challenge 1  Challenge 2  Challenge 3  Challenge 4 |

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

Budgeted cost: £30,770

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Cost** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Educational visits, clubs and music tuition subsidies | £5970 | Off site visits, after school clubs and peripatetic music lessons are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, result in cerebral development and raise self-esteem. | Challenge 2  Challenge 5 |
| Pastoral lead | £24,800 | By having a link between school and home and supporting children and their families through difficult periods, we can remove barriers for the most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers | Challenge 2  Challenge 3 |

**Total budgeted cost: £131,150**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| Teacher assessments at the end of Key Stage 1 indicate that:  (12 children)  59% of PP children achieved age related expectation (ARE) in reading and 33% of our PP children achieved above ARE.  9% achieved ARE in writing with 14% of pupils achieving above ARE.  60% achieved ARE in maths with 42% of pupils achieving above ARE.  Teacher assessments at the end of Key Stage 2 indicate that:  (7 children)  86% of PP children achieved age related expectation (ARE) in reading and 71% of our PP children achieved above ARE.  57% achieved ARE in writing with 14% of pupils achieving above ARE.  71% achieved ARE in maths with 43% of pupils achieving above ARE.  As a school, we have high levels of mobility. 71% of Year 6 PP children joined the school during Key Stage 2. As a result, progress across the Key Stage is not possible. 80% of these children achieved at least ARE with 33% of these children achieving significantly above ARE. |