

# 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	549
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23/2023-24 <b>2024-25</b>
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Kirsten Lyde
Pupil premium lead	Jordan Donnelly
Governor / Trustee lead	Barbara Gerard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,200
Recovery premium funding allocation this academic year	£6,090
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*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.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£139,290

# 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: £12,541

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<i>Educare</i> : Strong CPD offer for teachers to ensure QFT	£1575	Sutton Trust Research evidence shows that effective formative assessment has the greatest cost-effective impact on pupil progress.	Challenge 1 Challenge 3 Challenge 4

(quality first teach) with a particular focus on gathering and using formative assessment information		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 <i>whole</i> class sessions	
Educational psychologist	£2406	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	£2220	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	£6340	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
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: £75,492

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	£7092	Cost-effective, high quality support delivered by class teachers and support staff (quality first teaching)	Challenge 1 Challenge 3 Challenge 4
SHINE intervention	£890	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	£1872	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	£34,948	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	£30,690	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: £51,057

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
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Educational visits, clubs and music tuition subsidies	£2970	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	£27,584	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
Pastoral support worker	20,503	Working directly with key pupils to manage their emotional wellbeing ensuring that these pupils access the full curriculum, have good attendance and can achieve their full potential.	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:

(9 children)

56% of PP children achieved age related expectation (ARE) in reading and 44% of our PP children achieved above ARE.

33% achieved ARE in writing with 11% of pupils achieving above ARE.

67% achieved ARE in maths with 22% of pupils achieving above ARE.

Teacher assessments at the end of Key Stage 2 indicate that:

(12 children)

50% of PP children achieved age related expectation (ARE) in reading and 33% of our PP children achieved above ARE.

42% achieved ARE in writing with 8% of pupils achieving above ARE.

58% achieved ARE in maths with 33% of pupils achieving above ARE.

58% of the Year 6 PP cohort were also SEN with 17% of these children having an EHCP.