



Broadford Primary School Pupil Premium Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadford Primary School
Number of children in school	690
Proportion (%) of pupil premium eligible children	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Lois Nicholls (HT)
Pupil premium lead	Georgina Ward, Jo Stanley, Jane Wallis, Jade Estall.
Governor / Trustee lead	Alan Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on 196 pupils)	£271,460
Recovery premium funding allocation this academic year	£13,956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,136
Pupil premium Looked After Children (LAC)	£9,640
Total budget for this academic year	£319,192



Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium, which is additional to main school funding, is the Government's way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Broadford, our aim is that all children, regardless of their socio-economic background can flourish, both academically and socially. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including narrowing the gap between disadvantaged and non-disadvantaged pupils.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching effective lessons every day is crucial. This is enhanced by supportive interventions and tutoring for spot-light children identified through accurate assessment and in depth discussion with teachers.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

We will do this by:

- Promptly identify and remove barriers for disadvantaged children
- Provide an enriched and broad curriculum provision that is responsive to the needs of the children
- Use evidence based practice through quality first teaching: specifically explicit instruction and metacognition strategies
- Develop independence in managing emotional well-being
- Equip staff with up-to-date CPD in order for them to deliver effective teaching and learning for disadvantaged children
- Provide opportunities that level the playing field by giving pupils experiences, opportunities, knowledge and understanding of the world around them
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils are challenged in the work that they're set and have high expectations inline with all children



Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in the core subjects especially in writing</p> <p>Internal assessments, in school monitoring and discussions with children indicate that the attainment in all core subjects of the disadvantaged children are not yet in line with non-disadvantaged children. This is especially true in reading and writing.</p>
2	<p>Attendance and Punctuality</p> <p>Our attendance data over time indicates that attendance and punctuality among disadvantaged children has been lower than for non-disadvantaged children. This is caused by a range of factors, but negatively impacts attainment and progress.</p>
3	<p>Vocabulary, Communication and Language</p> <p>Our disadvantaged children have limited access to high vocabulary and quality interactions, therefore they have lower starting points in Communication and Language on entry to school. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged children, the lack of exposure to high quality texts impacts on the quality of writing too.</p>
4	<p>Gaps in knowledge and understanding of curriculum content and wider experiences.</p> <p>Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged children from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations and limiting opportunities in later life. A number of our disadvantaged children receive a lack of experiences to support their learning and development outside of those offered in school.</p>
5	<p>Self Regulation</p> <p>A number of our disadvantaged children are less likely to use self-regulatory strategies without being explicitly taught these strategies. The mental process of learning; the willingness to engage and the ability to be resilient when at school can be overwhelming for some children.</p>



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
Teaching is high quality.	Children will be exposed to teaching that is explicit, scaffolded and responsive to their needs. Teachers will receive quality CPD that is responsive to the needs of the children.
Disadvantaged children who do not have SEND need to reach age related expectations in reading, writing and maths.	Children without SEND needs will make progress against the age related expectations in reading, writing and maths. Children with SEND needs will make progress from their initial starting point and in line with their EHCP/ IEP targets.
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Enriched learning opportunities	All children engage well with Broadford Curriculum including PP children. Outcomes for children are effective across the foundation subjects because children have the same starting points in experiences, vocabulary etc. Children are able to communicate with a wider vocabulary and are taking part in enriched curriculum
Children are able to self regulate and manage emotions in an appropriate way.	Children will be able to pull on tools to aid self regulation, meaning they will be ready to learn. This will have a positive impact on progress.
Attendance and punctuality improves for the small number who have an attendance <95% or who are regularly late to school.	In house EWO to support parents. School to phone home on the first day of absence. Attendance and punctuality improves which enhances the children's learning experience and impacts progress.



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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI Daily supported reading programme for years 1&2 children. CPD and Resources.</i>	EEF T&L Toolkit Phonics- Very high impact	1, 3, 4
<i>White Rose Maths High quality maths teaching. Staff CPD and resources</i>	EEF T&L toolkit, teacher subject knowledge EEF T&L toolkit, Mastery Learning	1, 3, 4
<i>Recruitment of</i> <ul style="list-style-type: none"> • <i>Learning mentor</i> • <i>S&L support staff to support learning in class and small group intervention</i> • <i>Dedicated librarian small group interventions</i> 	EEF- Mentoring- low impact but suitable for school context EEF- Teaching assistant interventions. Moderate Impact EEF - Small Group Intervention	1, 2, 3, 4
<i>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</i>	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3, 4
<i>Social and emotional learning. Staff training and resources for The Zones of Regulation.</i>	EEF - Social and Emotional Learning	5



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

Budgeted cost: £108,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>KS1 and KS2 small group tuition</i>	EEF- Small Group tuition. Moderate impact	1, 3, 4, 5
<i>Teaching Assistant Interventions and resources</i>	EEF- Teaching Assistant interventions, moderate impact.	1, 3, 4, 5
<i>Lunchtime Clubs Social groups Maths TTRS Film Club Sports Club</i>	EEF Collaborative Learning Approaches High Impact EEF- Arts Participation EEF- Physical Activity Low impact, limited evidence	1, 2, 3, 4, 5
<i>LAMDA</i>	EEF- Arts Participation-	1, 2, 3, 4, 5
<i>Forest School and Stepping Up</i>	EEF- Outdoor learning. Impact unclear due to limited evidence however this is beneficial for children in our school and is supports social and emotional learning EEF- Social and Emotional Learning – Moderate Impact	5
<i>Holiday clubs</i>	EEF- Physical Activity Low impact, limited evidence EEF- Summer Schools based on limited evidence, Moderate impact	4, 5
<i>Therapy Dog</i>	EEF- Social and Emotional Learning – Moderate Impact	4, 5
<i>Learning Mentor</i>	EEF- Social and Emotional Learning – Moderate Impact	1, 2, 3, 4, 5
<i>Acorn Nurture Club</i>	EEF- Social and Emotional Learning – Moderate Impact	2, 3, 5
<i>Cycling Club</i>	EEF- Outdoor learning. Impact unclear due to limited evidence however this is beneficial for children in our school and is supports social and emotional learning EEF- Social and Emotional Learning – Moderate Impact	5

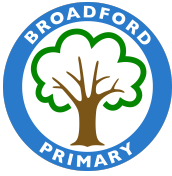


Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HSSW to support attendance across the school and external support from behaviour team</i>	EEF Attendance review. Including parental engagement. EEF- Behaviour Interventions. Moderate impact	2
<i>Educational enrichment visits</i>	EEF - Enrichment	1, 3, 4
<i>Breakfast Club Milk & Fruit provided</i>	EEF Attendance review. Including parental engagement.	1, 2, 5
<i>Uniform subsidy</i>	EEF- School Uniform- Overall impact not known. Please see additional information regarding school context.	2
<i>National School Breakfast programme</i>	EEF - NSBP	2
<i>Zones of Regulation</i>	Z of R	5
<i>Parent Workshops RWI workshops Maths parties Stay and learn sessions Stay and play sessions (EYFS)</i>	EEF Parental Engagement Moderate impact EEF Attendance review.	1, 3, 4, 5

Total budgeted cost: £319,192



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on children in the 2020 to 2021 academic year.

Our internal and external assessments during 2021/22 indicate that our strategy has had some impact during its first year of implementation. The school has since participated in the *Disadvantaged Project- Making a Difference*, led by the East London Research Hub. Throughout the project the Pupil Premium Strategy has been reviewed and revised to further impact overall outcomes for our pupils.

2021-22 Attendance and Punctuality Overview

Our priority regarding attendance and persistent absence has had some success. However, this remains a clear and important priority for 2022-23 with the implementation of the DfE's new 'Working together to improve school attendance', which will be in place from September 2022. The guidance features new statutory responsibilities for schools, MATs and local authorities which must be in place by September 2023. We will review our attendance and punctuality strategy half termly to ensure that it continues to meet the needs of our children and community. At the time of this review, national attendance/absence/PA data is not available but we are focused on both closing the gap and increasing attendance overall.

Cohort	Attendance 2021-2022	Attendance 2022-2023	Attendance 2023-2024	Attendance 2024-2025
All	92.4			
Pupil Premium	90.02			

This table shows the percentage of late marks by Pupil Premium and non PP

Cohort	Lateness 2021-2022	Lateness 2022-2023	Lateness 2023-2024	Lateness 2024-2025
PP	54%			
Not PP	46%			

Age Related Expectation Outcomes

Catch up funding and NTP funding is used to provide individualised academic support. Use of evidence based practice is being embedded through quality first teaching is starting to show impact on progress.

- GLD overall

Cohort	GLD 2021-2022	GLD 2022-2023	GLD 2023-2024	GLD 2024-2025
All	58%			
Pupil Premium	24%			



- Phonic outcomes

Cohort	Phonics 2021-2022	Phonics 2022-2023	Phonics 2023-2024	Phonics 2024-2025
All	77%			
Pupil Premium	53%			

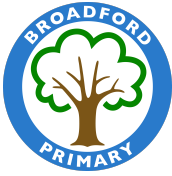
The impact of our strategy for the end of Key Stage 1 outcomes are less clear. Due to the impact of the Pandemic a lot of work was required for this group of pupils to ensure that their PSED and behaviour for learning skills were allowing them to access the learning. Extra support has been commissioned for Year 3 to accelerate the diminishing of the difference.

- Attainment Summary KS1 and KS2

Cohort	Year 2 Summer 2022	Year 3 Summer 2023 Prediction	Year 5 Summer 2022	Year 6 Summer 2023 Prediction
Reading overall	44%	55%	54%	65%
Reading PP	11%	40%	42%	55%
Writing overall	37%	55%	56%	65%
Writing PP	9.5%	40%	29%	55%
Maths overall	34%	55%	67%	75%
Maths PP	14%	40%	58%	60%
Combined				
Combined PP				

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils and this is continuing. We have refined our emotional wellbeing curriculum and focused on teaching with fidelity to meet the needs of the children. We have worked to supplement it with an increasingly wide curriculum offer including trips now that these are possible again.

Our internal data for behaviour shows that it is good for all groups and the school is a positive and happy place to be. We will continue to provide additional and targeted support for those who are most vulnerable.



Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

