

Broadfield Primary School Pupil Premium Strategy

This statement details our school's use of pupil premium and recovery premium for the 2022/2023 and 2023/2024 academic years 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadfield Primary School
Number of pupils in school	321 (104 pp)
Proportion (%) of pupil premium eligible pupils	32.39%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023 and 2023/2024
Date this statement was published	1.11.22
Date on which it will be reviewed	1.11.23
Statement authorised by	Governing Body
Pupil premium lead	Ms P. A. Stennett
Governor / Trustee lead	Mr A Potts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,040
Recovery premium funding allocation this academic year	£14,650
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	£158,690

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to provide opportunities for children to develop as confident, articulate and well-rounded children who can succeed as individuals and contribute to their community and the wider world. To achieve this, all pupils need to develop the skills of Early Reading to become fluent readers and secure mathematicians. It is our aim that all children, regardless of their ability or background leave us ready for the next stage of their educational journey.

Good oral skills and vocabulary are central to disadvantaged pupils, as this enables them to make good progress across the curriculum.

We believe that high quality teaching is essential to support disadvantaged pupils in meeting these objectives. Pupil premium will be used to support the development of teachers to teach high quality phonics and reading skills, especially for those at the stages of Early Reading.

Pupil Premium will be used to ensure that children have access to wider opportunities such as visits and trips, but also access to professionals, small group and one-one intervention and tuition to make the most progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessments observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many children. These are evident from the EYFS to KS2 and particularly among our disadvantaged pupils.
2	Assessment shows that the gap between disadvantaged pupils and others widened following school closures and disruptions due to Covid

3	Children in Key Stage 1 missed a significant amount of learning time in Reception and this and this has impacted on their reading skills.
4	Disadvantaged children achieved below others at the end of KS1 in maths and reading
5	Discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. Requests for pastoral support have markedly increased during the pandemic
6	Ensure attendance for Pupil Premium children is 95% and monitor persistent absenteeism amongst this group.
7	Children have limited access to wider opportunities beyond school
8	The school has a couple of new teachers ECT and RQT who will need further support and specific development and training especially on working with pupils who are disadvantaged.

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
Improved oral language skills and vocabulary for all pupils and particularly disadvantaged pupils.	<p>The development of pupils' language skills is evidenced through:</p> <ul style="list-style-type: none"> • An increase in the % of pupils achieving ELG for Speaking • An increase in the % of pupils achieving ELG for Understanding <p>Improvements in pupil comprehension skills, as evidenced through Reading progress and outcomes in Year 2 and 6.</p> <p>In order to broaden Year 1-6 pupils' vocabulary, subject specific vocabulary is mapped through the Humanities curriculum</p>
Pupils attaining at the lowest 20% of each class in reading and maths make good progress	Pupils attaining at the lowest 20% of each class in reading and maths meet their challenging targets.

All pupils develop fluency in Early Reading, particularly disadvantaged pupils	The attainment of all pupils and particularly disadvantaged pupils make good progress by the end of KS1
The gap between disadvantaged pupils and others is reduced	End of year assessments for Years 1,2,3 and 5 in maths and English show progress for all children particularly disadvantaged pupils.
Pupils receive pastoral support to enable them to access their learning more effectively	Pastoral Worker time allocated to providing bespoke support and or intervention. Place2Be Project in school 2 days per week.
Continue to improve attendance of all children.	Work with Local Authority Attendance Lead to reduce the number of children that are persistently absent
Children have access to a range of opportunities in school, dance, music, sports	Pupils participate fully in all areas of the curriculum, attend cultural visits, clubs and enrichment opportunities.

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development for all staff.	<p>Targeted CPD improves teacher subject knowledge and practice. Excellent record of staff retention. Supports delivery of high quality teaching.</p> <p>EEF 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'</p> <p>DfE also states that pupil premium funding is the most effective when investing in high quality teaching</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</p>	1,2,3,4,8

CPD for all staff in teaching systematic synthetic phonics using the Little Wandle Scheme	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	2,3, 4,8
To support disadvantaged pupils within the Year 3 cohort in Reading and writing.	Evidence to support the effectiveness of small group work. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Supporting children in EYFS using REAL strategies and delivering BLAST	EEF Toolkit – Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. Studies indicate that involving parents in developing early literacy strategies can be beneficial	1,2,3

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

Budgeted cost: £53,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading and writing support	The EEF Toolkit indicates small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind	4
Engaging with the NTP Programme:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	2

<ul style="list-style-type: none"> • Tutor Trust one to one tutoring for pupils and also in-school tuition for some pupils who have fallen behind • School Led Tutoring 	<p>or those falling behind, both 1-1 and in small groups</p> <p>One to one tuition – EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £102,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils participate in enrichment activities including residential, music tuition, Oldham Schools' Linking Project.</p>	<p>Arts and cultural participation has been shown to have a positive +3 months impact on attainment. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Outdoor learning provides opportunities for pupils to participate in activities that they otherwise might not be able to access. Outdoor adventure learning activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p>	<p>7</p>
<p>Mental health and wellbeing provision e.g. Place2Be and Pastoral Support</p>	<p>Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social, emotional, mental health support achieve better academically</p>	<p>5</p>
<p>Embedding principles of good practice set out in</p>	<p>If children are not in school, they cannot learn.</p>	<p>6</p>

the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with schools that have significant reduced levels of absence and persistent absence	
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