

Broadfield Primary School - Pupil premium strategy statement 2023-2024, 2024-2025

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	322 (110 PP)
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024, 2024/2025
Date this statement was published	22 nd December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	LGB
Pupil premium lead	Mrs E Moran
Governor / Trustee lead	Mr A Potts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,050
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,820
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£176,870

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 Lower Key Stage 2 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 KS2 in writing and below others at the end of LKS2 in reading, writing and maths.
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 one new ECT teacher and members of SLT who will need further support and specific development and training especially on working with pupils who are disadvantaged.
9	A national lack of provision for speech and language therapy and educational psychology support is adversely affecting educational outcomes for children throughout EYFS and KS1-demonstrable through internal and external assessments.
10	Ensuring parents, carers and family members are a part of our community and are able to support the children of broadfield effectively -including through the effective management of language, social and cultural barriers to engagement.

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.
New ECTs and members of SLT are trained and equipped to do their role and support those children who are disadvantaged with current, research-based CPD opportunities	ECT receives effective mentor support and passes their ECT year. SLT are able to effectively support and lead on focus school improvement initiatives

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: £85,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional	Targeted CPD improves teacher subject knowledge and practice. Excellent record of staff retention.	1,2,3,4,8

<p>development for all staff.</p>	<p>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> <p>EEF Guidance https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</p>	
<p>CPD for all staff in teaching systematic synthetic phonics using the Little Wandle Scheme and working alongside the DfE English Hub</p>	<p>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.</p>	<p>2,3, 4,8</p>
<p>To support disadvantaged pupils within the LKS2 cohort in maths, reading and writing.</p>	<p>Evidence to support the effectiveness of small group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Supporting children in EYFS using REAL strategies, delivering BLAST and WELCOM initiatives. Staffing and creating provision to meet the needs of</p>	<p>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.</p>	<p>1,2,3</p>

2-year-olds for 15 hours p/week	Studies indicate that involving parents in developing early literacy strategies can be beneficial	
Support, including mentoring, coaching and CPD for ECT and new SLT members	EEF guidancehttps://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	8

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

Budgeted cost: £33,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reading, writing and phonics 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: <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 	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1-1 and in small groups One to one tuition – EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Private speech and language provision for children with identified SLCN needs	https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language#:~:text=Evidence%20consistently%20shows%20that%20communication.of%20children's%20communication%20and%20language.	1,2,3,9

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

Budgeted cost: £59,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils participate in enrichment activities including residential, music tuition, Oldham Schools' Linking Project.	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. 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	5,7
Mental health and wellbeing provision e.g. Place2Be and Pastoral Support	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	1,2,5,7,10
Embedding principles of good practice set out in the DfE's Improving School Attendance and working alongside Oldham's attendance team	If children are not in school, they cannot learn. The DfE guidance has been informed by engagement with schools that have significant reduced levels of absence and persistent absence	6
Developing provision to support parents/carers in the wider community through links with school and support groups	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	10
Repairs to KS2 trim trail required.	Helps develop gross motor skills, co-ordination, builds self-confidence and resilience. Can be used for outdoor learning to support maths, science and PE. https://www.youthsporttrust.org/media/zyo133r/pe-and-attainment-evidence-paper-january-2022.pdf	5,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Attendance of disadvantaged children at breakfast club and free breakfasts for all	EEF guidance- https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2,4,5,6

Total budgeted cost; £178,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Number of disadvantaged pupils	23
Percentage of disadvantaged pupils	47%
Percentage of disadvantaged pupils reaching the expected standard in reading, writing TA and mathematics	61% (non=61%) (National= 60%)
Percentage of disadvantaged pupils achieving a higher standard in reading, writing TA and mathematics	4% (non=2%) (National= 8%)

Nursery Progress data for PP/Disadvantaged children

	N (with matched data)	Progress L&A	Progress SpK	Progress SP	Progress Maths	Progress PHS	Progress Reading & Writing & Comp	Progress Writing	Progress Numerical Skills
All	44	1.9	2.0	2.0	2.2	2.2	2.1	1.9	
Female	24	2.1	2.0	2.1	2.0	2.1	2.3	1.9	
Male	20	1.7	1.9	1.9	2.0	2.3	2.2	2.0	
PP	0								
not PP	44	1.9	2.0	2.0	2.0	2.2	2.1	1.9	
SEND	5	1.2	1.2	1.2	1.7	1.8	1.3	1.0	
not SEND	39	2.0	2.1	2.1	2.0	2.2	2.3	2.1	
BIA (All)	SUPP								
Kashmiri Pakistani	11	2.2	2.2	2.2	2.0	2.3	2.3	2.4	
Other Pakistani	16	1.9	2.0	2.1	2.0	2.2	2.3	2.0	
Other	11	2.0	1.8	2.0	2.0	2.2	2.2	1.5	
White British	SUPP								
AM	20	1.8	1.8	2.1	2.0	2.1	2.1	2.0	
PM	19	1.9	2.1	2.0	1.9	2.2	2.2	1.9	
30 HRS	5	2.0	2.2	2.0	2.0	2.2	2.2	2.0	

Fig. 13: Average attainment and progress by group and class in Yr. 2

	No	Maths APS	Reading APS	Writing APS	SPAG APS	Science APS	Maths Progress	Reading Progress	Writing Progress	SPAG Progress	Science Progress
All	45	8.5	8.3	8.0	8.0	8.3	3.5	3.5	3.4	3.4	3.3
F	22	8.4	8.4	8.0	8.0	8.4	3.5	3.4	3.3	3.3	3.4
M	23	8.7	8.2	8.0	8.0	8.2	3.6	3.5	3.5	3.5	3.3
PP	13	8.7	8.5	8.5	8.5	8.7	3.8	3.6	3.9	3.9	3.4
not PP	32	8.4	8.2	7.8	7.8	8.2	3.4	3.4	3.2	3.2	3.3
SEND	4	7.5	6.5	6.3	6.3	6.3	3.0	3.0	3.0	3.0	1.5
Not SEND	41	8.6	8.4	8.2	8.2	8.5	3.8	3.5	3.4	3.4	3.5
Black	SUPP										
Kashmiri Pakistani	14	9.1	9.1	8.9	8.9	9.1	3.8	3.9	3.8	3.8	3.7
Other Pakistani	20	8.4	8.2	7.8	7.8	8.1	3.3	3.1	3.0	3.0	3.0
Other	8	7.5	6.8	6.6	6.6	7.1	4.0	3.8	3.8	3.8	3.8
White British	SUPP										
Beech	14	7.9	7.2	6.8	6.8	7.3	3.6	3.7	3.5	3.5	2.7
Willow	31	8.8	8.7	8.5	8.5	8.8	3.5	3.4	3.3	3.3	3.6

-Progress demonstrated for most vulnerable and disadvantaged groups through ELSA/Forest Schools/tuition

-Impact of provision demonstrated through review of pastoral care and wellbeing and school improvement partner visits

Fig. 25: Average progress and attainment in Yr. 6

	N	Maths APS	Reading APS	Writing APS	SPAG APS	Science APS	Maths Progress	Reading Progress	Writing Progress	SPAG Progress	Science Progress
All	48	20.4	20.4	19.8	19.9	20.6	3.4	3.4	3.6	3.6	3.4
F	22	20.5	20.7	20.0	20.5	21.0	3.4	3.3	3.4	3.5	3.5
M	26	20.3	20.1	19.2	19.4	20.3	3.3	3.5	3.6	3.7	3.3
PP	22	20.5	20.2	19.7	19.8	20.6	3.4	3.3	3.6	3.7	3.5
pp PP	27	20.3	20.4	20.0	20.0	20.6	3.4	3.4	3.5	3.6	3.5
SEN1	10	19.0	19.2	18.1	18.2	19.8	3.4	3.6	3.6	3.3	3.2
SEN2	26	20.8	20.7	20.2	20.4	20.8	3.4	3.4	3.6	3.7	3.5
Black											
Supp											
Maori/Pasifika	9	19.8	20.0	19.5	19.8	20.3	3.3	3.0	3.6	3.7	3.2
Other (Māori)	24	20.7	20.7	20.1	20.2	20.5	3.4	3.2	3.6	3.6	3.3
Other	14	20.3	20.0	19.2	19.4	20.8	3.4	3.4	3.4	3.4	3.5
White British	0										
Asian	24	20.0	20.0	19.7	19.7	20.5	3.4	3.4	3.6	3.5	3.5
Other	25	20.8	20.7	20.0	20.2	20.7	3.4	3.5	3.6	3.6	3.4

Attendance for disadvantaged 93.9% (non=94.54%)

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
WELCOM (speech & language)	GL Assessments
BLAST (Listening & Attention intervention)	BLAST
Speech and Language Support	The Speech Bubble, Oldham
REAL Project (Nursery)	REAL Project
Literacy & Spelling Scheme subscription	The Literacy Shed & The Spelling Shed
Mental Health and counselling support	Place 2 Be
Wellbeing support team	Oldham Council SLA
Attendance Support	Oldham council SLA
Staff CPD	National College SLA
Year 6 Residential	Robinwood Activity Centre
Women's Outreach project	Women's Chai Project SLA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.