

# Pupil premium strategy statement – Broughton Moor Primary School

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

All schools that receive pupil 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 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	68
Proportion (%) of pupil premium eligible pupils	17.6
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 to 2026 2024 update
Date this statement was published	20.12.2024
Date on which it will be reviewed	December 2025
Statement authorised by	Dale Bromley
Pupil premium lead	Dale Bromley
Governor / Trustee lead	G. White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£26,190

# Part A: Pupil premium strategy plan

## Statement of intent

Broughton Moor Primary School fosters an ethos where success is gained by valuing learning in an understanding and nurturing environment.

We have adopted a curriculum which we believe brings the best out of children. This, coupled with a supportive and nurturing culture, makes us a school that nurtures everyone to be the best they can be in terms of achievement and character, enabling them to flourish in a changing world.

### Our aims:

- To deliver high quality teaching which will allow us to monitor the progress of all pupils and set targets for the future development of the individual and year group cohorts.
- To deliver a stimulating range of child-centred opportunities that will excite and enthuse young children and which will subsequently ignite a passion for discovery and the beginning of lifelong learning
- To promote positive relationships between pupils, school and home thereby creating an environment of respect for others whatever their gender, background or ethnicity.

### Our Tiered Approach:

Our targeted approach comprises three categories:

1. High Quality Teaching – Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.
2. Targeted Academic Support – Targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. As part of our Strategy, we will consider the use of classroom teachers and teaching assistants to provide targeted small group interventions linked to the curriculum.
3. Wider Strategies - Addressing wider barriers to learning is an important part of our Pupil Premium strategy. Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes and therefore we will be prioritising approaches to address this.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - Attendance data shows that disadvantaged children's attendance is lower than their peers. In Academic year 22/23 7.69% of disadvantaged children were classed as persistently absent. This may be caused by a number of factors, including ill health, poor punctuality, challenging family circumstances and other issues. This has a negative impact on the progress and attainment of disadvantaged pupils, so families often require support to improve their children's attendance.
2	Gaps in basic skills - Our assessments and observations indicate increased knowledge gaps in core and foundation subjects for many of our disadvantaged pupils. This leads to them falling further behind age-related expectations, especially in reading, writing, maths and phonics.
3	Engaging families with school and learning - Some families feel they do not know enough about their child's education. This has been heightened by the lack of opportunities for parents to come into school which has meant that some parents have struggled to support their children with learning at home.
4	Oracy and phonics - On entry into the Early Years Foundation Stage, our assessments suggest that many disadvantaged children arrive with underdeveloped language and communication skills. Data over the last 3 years indicates that disadvantaged pupils passing the phonics screening check in year 1 has been 20-40% lower than for non-disadvantaged pupils.
5	Emotional resilience and self-esteem - Assessments and observations over time indicate a need for greater access to social and emotional support. These pupils need to be taught how to self-regulate their behaviour. Interventions aim to increase self-esteem, self-confidence and resilience. Some pupils require additional support to process trauma.

## 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
Pupils are engaged with learning, are inquisitive and see themselves as good learners.	Pupils receive timely and appropriate support e.g. ELSA, which has a positive impact on their emotional wellbeing enabling them to fully engage with their learning.

	<p>Pupil's emotional needs are being met so that they feel happy, secure and safe.</p> <p>Increased engagement and resilience of disadvantaged children in their learning which in turn leads to improved attainment and greater self-esteem.</p>
<p>Raise attainment and reduce gaps in core subjects and phonics, accelerating progress through Quality First teaching and targeted support.</p>	<p>Appropriate assessments and interventions are used to inform gaps and to allow for accelerated progress.</p> <p>Progress of disadvantaged children from given starting points is in line with other cohorts of pupils.</p> <p>Systematic Synthetic Phonics 'Little Wandle' scheme embedded throughout the school.</p> <p>Phonics screening results in line with or above local and national averages for disadvantaged pupils.</p>
<p>Attendance for disadvantaged pupils increases</p>	<p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%.</p> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being similar to that of their peers.</p>
<p>Families feel fully supported and informed by the school, and are increasingly involved in their child's education</p>	<p>Parental surveys show that families feel informed of their child's progress and attainment.</p> <p>Parents express that they know what is going on in school, including what their children are learning.</p> <p>Increased opportunities for parents to visit school and be involved in the life of school, assemblies, celebrations, open evenings, curriculum evenings, etc.</p> <p>Parents are given opportunities to shape the school and voice their opinions through a parent forum.</p>

## Activity in this academic year

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

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise capacity of Teachers to deliver Quality First Teaching to disadvantaged children through:</p> <p>Purchase of the WalkThrus coaching platform for Professional Development</p> <p>Purchase of the National College Professional Development Platform</p>	<p>Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">High-quality teaching   EEF</a></p>	2,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p> <p>Purchase resources and fund ongoing teacher training and release time</p> <p>Release time for English lead to engage with English hub support and internal coaching of staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF</a></p>	4
<p>Additional release time: Leads of key subject areas have time to spend in classrooms to support the development of teaching</p>	<p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>	All

<p>Enrolment and participation in NPQSENCo qualification</p> <p>Building links with other schools in the Learning for Life Trust to share good practice and develop subject leads</p> <p>Networking opportunities for Subject leads</p>	<a href="#">Effective Professional Development   EEF</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 'Learning by Questions' to provide individualised instruction within structured interventions	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p><a href="#">Individualised instruction   EEF</a></p>	2,3
Extend the school day to deliver individualised instruction within structured interventions.	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="#">Extending School Time   EEF</a></p>	2,3
Deployment of staff to target key	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured</p>	2,3,4,5

disadvantaged pupils with SEND	interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. <a href="#">Teaching Assistant interventions   EEF</a> <a href="#">Small group tuition   EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   EEF</a>	4

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

Budgeted cost: £4,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast club for disadvantage children to 'grab a bagel' before school	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). <a href="#">Breakfast Clubs   EEF</a>	1,3
Funding to support arts and culture, residential	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Improved outcomes have been identified in English, mathematics and science. <a href="#">Arts participation   EEF</a>	1,5
Group and individual SEMH interventions to support the mental health of all learners and removing barriers to learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers). <a href="#">Social and emotional learning   EEF</a>	5



Contingency fund for acute issues	Based on our experiences we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £26,190**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### High Quality Teaching:

An annual PSHE resource was purchased and implemented to provide a structured approach to PSHE, supporting the quality of Social and Emotional learning across the school.

Within reading, across all year groups, 45% disadvantaged pupils were secure at age related expectations in comparison to 50% of non-disadvantaged pupils. This was a reduction in the gap from 8% to 5%.

Targeted children received specific and personalised reading intervention through the Chapter One volunteer programme.

White Rose Premium Resources were purchased and implemented to support the teaching of maths within a mixed age setting. 75% disadvantaged pupils met expected standard in Year 6 compared to 44% of non-disadvantaged pupils.

Times Table Rockstars was also purchased to support the retention of multiplication facts across the school. The average score in the year 4 MTC for disadvantaged pupils was 22 in comparison to 20.1 for non-disadvantaged pupils.

#### Targeted Academic Support:

Additional phonics sessions were undertaken to support children who required a catch-up programme. 100% of disadvantaged pupils passed the year 1 phonics check compared to 20% of non-disadvantaged pupils. Additional resources were put in to evaluate the current phonics scheme and seek alternatives as results were in historical decline.

Additional support for children requiring intervention led by skilled TA's occurred across English, Maths and Phonics. Non-statutory data across the school showed close correlation between disadvantaged and non-disadvantaged pupils meeting expected standards In English and Maths but not in Phonics.

#### Wider Strategies:

Subsidised Trips and visits included an outdoor residential, Theatre visit and museum visits related to children's learning. No child was unable to attend due to the cost of the visits.

Breakfast club continued to be well attended by disadvantaged and non-disadvantaged children. 30% of the school regularly attended breakfast club, enabling children to have a stronger and healthier start to the school day.

## Externally provided programmes

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

Programme	Provider
Jigsaw PSHE	<a href="https://jigsawpshe.online/">https://jigsawpshe.online/</a>
Chapter One	<a href="http://www.chapterone.org">www.chapterone.org</a>
White Rose Maths Premium	<a href="http://www.whiterosemaths.com">www.whiterosemaths.com</a>
Time Table Rock Stars	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>
Floppy's Phonics	<a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a>