

# Pupil premium strategy statement – Broughton Primary Academy 2024 - 2027

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	289
Proportion (%) of pupil premium eligible pupils	21%
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>	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Daniel Clayton
Pupil premium lead	Daniel Clayton
Governor / Trustee lead	Chris Pope

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£78,780</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>	

# Part A: Pupil premium strategy plan

## Statement of intent

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Quality first teaching is central to our mission for every child to 'Reach For The Stars': we know from research that daily access to quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching at least good lessons every day is crucial. 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 other services where possible.

At Broughton, we believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority. It is important that this additional public funding is used effectively, with careful planning, in order that we continue to close the gap between disadvantaged children and their peers.

To ensure successful implementation of the plan, evidenced based strategies will continue to be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home.

Successful implementation will be achieved through a number of key principles in order to provide an enriched, relevant, engaging and innovative curriculum:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils;
- Brilliant teaching is the key to improve outcomes for disadvantaged pupils;
- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;

- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times;
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extra-curricular experiences and activities;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes.

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school. As recommended by the EEF, we have adopted a tiered approach to define our priorities for spending our Pupil Premium allocation. Our tiered approach comprises three categories:

- Teaching
- Targeted academic support
- Wider strategies

Teaching takes priority and this includes professional development and training for all staff. **This is reflected in the Pupil Premium spending, where teaching is the highest costed tier.**

The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'

## Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than peers, both in school and nationally.
2	Typically, our disadvantaged children have poor language skills and limited vocabulary on entry to school.
3	Our disadvantaged pupils typically have greater difficulties in reading. This is reflected in the early years of school with their phonics development and application and their reading stamina and engagement as they move through school.
4	A significant number of disadvantaged pupils have complex emotional needs. This, along with behaviour issues, has a detrimental impact on their own academic performance and that of their peers.
5	Attendance of disadvantaged pupils is typically not as strong as that of their peers. These pupils are often late to school and so miss vital learning at the start of the school day. These pupils are also at risk of being persistent absentees.
6	Disadvantaged pupils have limited wider experiences and opportunities in life to draw upon (beyond the school) which can link to lack of aspiration for the future.

## 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
Increase the percentage of disadvantaged pupils reaching standards. Make sure that their progress through the year is, at least, good.	Reading, writing, maths and combined data at the end of KS2 will show an increasing percentage of disadvantaged pupils will meet the expected standard. Data will show that pupil premium children make at least expected progress. The quality of teaching in all cohorts is at least good in all lessons at all times. The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.

Intended outcome	Success criteria
Develop the vocabulary and oracy skills of disadvantaged pupils, in general and across the curriculum.	<p>Enquiries into teaching and learning and lesson visits will identify an increased application of vocabulary.</p> <p>Enquiries into teaching and learning and lesson visits will identify an increased application of Voice 21 sentence stems and talk tactics.</p>
Increase the opportunities for disadvantaged pupils to read.	<p>Reading outcomes will show disadvantaged pupils are increasing.</p> <p>Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p>
Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.	<p>Welfare, emotional and safeguarding barriers are minimised: enabling Pupil Premium children to achieve in line with their peers.</p> <p>Attitudes to learning for all children is positive and learning behaviours are outstanding.</p> <p>Families are supported exceptionally well to reduce barriers to children's achievement.</p>
Improve the attendance of disadvantaged pupils.	<p>The gap between the attendance of disadvantaged pupils and that of the whole school will close.</p> <p>Reduction in the percentage of Persistent Absentees across school.</p> <p>Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</p>
Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the world.	<p>Our curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and personal and life skills.</p> <p>Pupils continue to be exposed to with frequent visits, visitors and a range of high quality, purposeful enrichment opportunities; such as artists in residence and author visits.</p> <p>Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used.</p> <p>All pupils have the opportunity to take part in three residential visits alongside other curricular enhancement visits.</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: £7053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ teaching assistants to support quality first teaching and to provide high-quality interventions so that pupils 'keep-up, not catch-up'.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3 & 4
Whole school home-reading engagement system.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: The EEF Toolkit has a strand on <a href="#">parental engagement</a> . The EEF guidance report on ' <a href="#">Working with Parents to Support Children's Learning</a> ' offers practical approaches and insights for communicating and supporting parents.	1, 2 & 3
CPD and ongoing focus on Voice 21 Oracy programme alongside Greg Bottrill's Drawing Club training.	EEF shows <a href="#">oral language approaches</a> have a high impact on pupil outcomes (+6 months' additional progress). EEF shows <a href="#">early literacy approaches</a> typically impact by +4 months on pupils progress.	1 & 2

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

Budgeted cost: £34,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide effective support through the use of Reading Plus software and Lexia. Encourage the use of these at home.	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1 & 3
Continue to provide access to TT Rockstars for all children from Y2– Y6 Encourage the use of these at home.	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1

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

Budgeted cost: £37,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of professional counsellor in school to provide emotional support to pupils.	EEF evidence shows that social and emotional skills support effective learning and are linked to positive outcomes later in life.	4 & 5
Provision of ELSA (Emotional Literacy Support Assistant) to provide emotional support for pupils.	EEF evidence shows that social and emotional skills support effective learning and are linked to positive outcomes later in life.	4 & 5
Provision of Breakfast Club and After-School Club to ensure that disadvantaged pupils attend school.	EEF has evidence of the impact of extended school provision by preparing children for learning or supporting behaviour and school attendance.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding guidance from DfE on Improving School Attendance and working with newly appointed LA attendance officers to improve attendance.	<p>DfE guidance is based on engagement with schools that have improved attendance.</p> <p>EEF shows evidence of the impact of targeting interventions to improve attendance.</p>	5
Whole school home-reading engagement system.	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <p>The EEF Toolkit has a strand on <a href="#">parental engagement</a>.</p> <p>The EEF guidance report on <a href="#">'Working with Parents to Support Children's Learning'</a> offers practical approaches and insights for communicating and supporting parents.</p>	1, 2 & 3
Subsidise the provision of Broughton Experiences (both internal and external) across the time pupils are at school.	EEF evidence shows that social and emotional skills support effective learning and are linked to positive outcomes later in life.	6
Creation of 'The Hive' wellbeing area in school	EEF evidence shows that social and emotional skills support effective learning and are linked to positive outcomes later in life.	6

**Total budgeted cost: £78,849**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic

We have analysed the performance of our disadvantaged pupils for the 2024 – 2025 academic year using:

- EYFS & KS2 performance data and
- Phonics Screening Check results.

Year Group	Measure	Pupil Group	
		Disadvantaged	All Pupils
Reception	EYFS GLD	75% (+8%)	74% (+2%)
Year 1	Phonics	100% (+27%)	94% (+10%)
Year 6	Reading EXS+	45% (+27%)	73% (+14%)
	Writing EXS+	73% (+9%)	80% (=)
	Maths EXS+	55% (+10%)	78% (+7%)
	RWM EXS+	36% (+27%)	65% (+14%)

The gap between our disadvantaged pupils and National averages has closed on all subjects over the last academic year.

#### **Disadvantaged pupils' performance gap**

##### **Disadvantaged pupils reaching the expected standard in reading, writing and maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	36%	69%	-33 pp
2023/24	9%	67%	-58 pp

##### **Disadvantaged pupils reaching the expected standard in reading**

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	45%	81%	-35 pp
2023/24	18%	80%	-62 pp

##### **Disadvantaged pupils reaching the expected standard in teacher assessed writing**

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	73%	78%	-6 pp
2023/24	64%	78%	-14 pp

##### **Disadvantaged pupils reaching the expected standard in maths**

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	55%	81%	-26 pp
2023/24	45%	79%	-34 pp

X

## Attendance

	Disadvantaged	All Pupils
Attendance	95.6%	96.5%

Both figures are above National and reflect the impact of our work on attendance. The figure for disadvantaged pupils showed an increase of 1.3 percentage points on the previous year compared to 0.6 percentage points for all pupils.

## **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
N/A	N/A