

# Pupil premium strategy statement – Broughton Primary School

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	325
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023 October 2024
Statement authorised by	Daniel Clayton
Pupil premium lead	Darren Eales
Governor / Trustee lead	Chris Pope

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,335
Recovery premium funding allocation this academic year	£11,165
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£109,500</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all pupils that are either identified as disadvantaged, or that are on the cusp of this, experience and achieve in line with their non-disadvantaged peers on a national level. We want our disadvantaged pupils to enjoy their time in our school and not to feel different.

To achieve this, we strive to improve our day-to-day teaching and learning experiences for all pupils. Every child deserves to succeed and 'Reach For The Stars'.

Sometimes, however, bespoke programmes are needed for specific children. Where this is necessary, we work closely with children and their families to create the best provision we can.

When making decisions about improving our schools, we hold our disadvantaged pupils as key to this. We want them to experience our full curriculum pupil and what improves outcomes for them will be good for the school and society as a whole.

## Challenges

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

Challenge number	Detail of challenge
1	Basic skills need to be taught rigorously and methodically e.g. number bonds, times tables, phonics, grammar.
2	The need to embed the culture of reading.
3	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.
4	Disadvantaged pupils more often arrive late to school or have poor general attendance. This affects their well-being and academic performance.
5	Disadvantaged children do not have access to the same level of technology out of school and/or there is sharing of devices with siblings or parents.

## 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
Children's academic progress on leaving school will be at least as good as non-disadvantaged pupils.	Progress at the end of KS2 will be greater than 0 (zero) and therefore better than national expectations for all pupils nationally.
Children's behaviour will not impact negatively on the learning of themselves or their peers.	We will have zero fixed term or permanent exclusions. Behaviour monitoring will show that restorative work is undertaken with children and that the number of incidents decreases over time for specific children.
Disadvantaged pupils have access to technology to reinforce their learning at home.	All identified children are loaned a school device for use at home.
Children will read regularly.	Daily reading sessions will be attended. Extra (home) reading will be rewarded by entry into a weekly raffle draw.

## 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: £ 28,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our Maths teaching and curriculum by purchasing and adopting the White Rose Maths Scheme.</p> <p>Staff training will be undertaken to embed best practice.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Purchase of standardised assessment materials alongside training in their use.</p>	<p>When used with question-level analysis, these provide reliable diagnostic information to help ensure children receive the appropriate support. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

Daily reading teaching in small groups.	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
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>	2

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

Budgeted cost: £ 51,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading mentors peer tutoring programme.	<p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership.</p> <p>The EEF Toolkit has a strand on <a href="#">peer tutoring</a>.</p>	1 & 2
Daily small group phonics sessions.	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2

Targeted “keep-up” support for individuals and small groups e.g. precision teaching.	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>• The EEF’s <a href="#">‘Selecting Interventions’</a> tool offers evidence-informed guidance to select an apt programme.</li> <li>• The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	1 & 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,610

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.	3
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.	3
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.	4
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>	4
Contingency	We keep a small contingency to allow us to respond to emerging needs.	All

**Total budgeted cost: £ 111,770**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils for the 2021 – 2022 academic year using:

- KS1 & KS2 performance data;
- phonics check results and
- internal assessment data.

Year Group	Measure	Disadvantaged		Non-Disadvantaged	
		Base	Year End	Base	Year End
Reception	EYFS GLD		33%		76%
Year 1	Phonics	43%	75%	74%	79%
Year 2	Reading EXS+		23%		74%
	Writing EXS+		15%		65%
	Maths EXS+		38%		65%
	Phonics	50%	85%	88%	94%
Year 3	NFER Reading EXS+	10%	60%	47%	63%
	NFER Maths EXS+	40%	40%	63%	80%
Year 4	NFER Reading EXS+	37%	36%	70%	82%
	NFER Maths EXS+	25%	55%	65%	75%
Year 5	NFER Reading EXS+	58%	55%	69%	85%
	NFER Maths EXS+	42%	65%	59%	98%
Year 6	Reading EXS+	32%	45%	63%	89%
	Writing EXS+	11%	29%	43%	78%
	Maths EXS+	23%	50%	49%	81%
	RWM EXS+	9%	27%	27%	68%
	Grammar, Punctuation & Spelling EXS+	45%	73%	61%	87%

Despite a few exceptions, since the pandemic, the attainment gap between our disadvantaged and non-disadvantaged pupils has increased. This is reflective of national figures and demonstrates the clear impact of school closures on our disadvantaged pupils.

Our work last year to tackle phonics understanding in the youngest children has meant that there is only a small gap in this area.

Our attendance data shows that the efforts we put into ensuring that attendance at school is excellent have been positive. The attendance of disadvantaged pupils is broadly inline with than that of non-disadvantaged pupils. However, we need to continue our work to reduce the rates of persistent absence amongst disadvantaged pupils.

## 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
N/A	