



## Pupil Premium Strategy Statement

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

### School overview

Detail	Data
School name	Broughton Primary School
Number of pupils in school	140 (inc. 11 nursery children)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs. Anna Bewsher
Pupil premium lead	Mrs. Lynsey Turpin
Governor / Trustee lead	Mrs. Ann Jefferson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,210
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	$\begin{array}{r} \text{£27,210} + \\ \underline{\quad 2,610} \\ \underline{\text{£29,820}} \end{array}$

## Part A: Pupil premium strategy plan

### Statement of intent

At Broughton Primary Academy, we aim to ensure that every child has the necessary knowledge, skills and understanding to be safe, develop spiritually, emotionally and physically to live life in all its fullness.

When making decisions about using our Pupil Premium Funding we consider the challenges faced by our disadvantaged pupils and make use of research by the Education Endowment Foundation (EEF). Decisions are underpinned by the needs of our disadvantaged pupils focusing on nurturing their well-being, promoting self-esteem, readiness for learning, improving attendance and supporting and developing them academically to achieve high standards of attainment.

#### Our strategy aims to:

- provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and feel safe, happy and calm where their needs are understood and provided for.
- narrow the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring disadvantaged pupils are well prepared for the next step of their education and make good progress in key subjects from their starting points.

#### Our Tiered Approach:

Our targeted approach comprises three categories:

1. **Quality Teaching** – There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. Providing high quality teaching for all pupils is a priority in our school. We ensure that every class has a highly effective teacher that is being supported to keep improving, whatever the stage in their career.
2. **Targeted Academic Support** – Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high-quality teaching, there should be one to one and small group tuition targeted at those pupils who need it the most. These interventions need to be explicitly linked to the content of daily lessons to support pupils in accessing the curriculum for their cohort with an emphasis on ‘keep up’ not ‘catch up’.
3. **Wider Strategies** - Developing strategies that address the full range of non-academic barriers to success in school including attendance, behaviour and social and emotional development.

#### Our pupil premium strategy plan works towards achieving those objectives by:

- Using validated research to provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching (Tier 1)
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition (Tier 2)

- Providing appropriate social and emotional support to enable pupils to access learning within and beyond the classroom. (Tier 2)
- Targeting funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences and enrichment activities. (Tier 3)
- Providing resources to enable pupils to access all learning opportunities (Tier 3)

#### Key Principles

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils.
- Class teachers, with the support of the Pupil Premium lead, will identify specific intervention and support for individual pupils which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>We have been extremely successful in closing the gap between the absence of our disadvantaged pupils and that of their peers. Prior to the pandemic, this gap had reduced but in the academic year 2020-21, it started to rise again and increased. We aim to reduce this further this academic year as we recognise the strong correlation between regular attendance and academic success.</p>
2	<p>Emotional-resilience and self-esteem</p> <p>A number of our disadvantaged pupils are experiencing emotional difficulties such as anxiety and bereavement which has impacted their readiness to learn. We aim to enhance our pastoral support in order to provide these children with the emotional support and tools they need in order to fully access all teaching and learning.</p>
3	<p>Attainment in Maths</p> <p>The gap between disadvantaged pupils and their peers in reading, writing and maths is apparent to varying degrees across key stages 1 and 2. Some disadvantaged pupils are not making enough progress to close the gap between them and we need to increase our efforts to accelerate this by providing tailored tutoring and intervention.</p>
4	<p>Progress in Reading and Phonics</p> <p>Our data shows that some of our disadvantaged pupils are not making enough progress to close the gap between them and age-related expectations in reading and phonics with downward trends in data. Read, Write Inc phonics and reading interventions need to be well embedded in school and appropriate interventions used to tackle this.</p>
5	<p>Speech, Language and Communication</p> <p>Historically, assessments upon entry to our Early Years show that an increasing proportion of our pupils have delayed development of their oral language and communication skills. Our current reception cohort have experienced considerable disruption to their time in nursery and communication and language is the area where the most pupils are working below the expected standard.</p>

## 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
Attendance data for disadvantage pupils in line with peers and none of these pupils deemed as persistent absentees.	Attendance data target for disadvantaged pupils: 96% or above.
Pupils experiencing emotional difficulties will be well supported and will fully access the curriculum.	Children will attend school happy and confident. Children will have limited to no disruption to their learning.
High quality teaching and targeted interventions ensure that all disadvantaged children make expected progress from their starting points.	All disadvantaged learners make expected or better progress.
Improved oral language and communication skills of disadvantaged children in EYFS.	Observations and assessments will indicate significant improvement. This will also be reflected in Communication and Language data at the end of Reception.

## 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: £ 11,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full RWI phonics training for all staff including intervention training, online subscription and development days.	Children accessing RWI phonics are proven to make an equivalent of 1 months progress in reading according to an evaluation commissioned by the EEF. It is recommended that phonics be taught from a recognised and effective SSP and RWI is a well-established and effective programme for phonics which includes Fast Track tutoring programme for children falling behind and the Fresh Start Programme for KS2 pupils in need of additional phonics and reading support.	4 5
Training in Reciprocal Reading and purchase of required resources.	Reciprocal reading is identified as a high impact intervention for reading comprehension with an equivalent impact of 4 months + (EEF).	4 5
Maintaining a STA to deliver IDL and 123 Maths interventions as an extension to the school day.	Programmes delivered as an extension to the school day have a positive impact and those programmes with a clear structure, strong link to the curriculum and when delivered by an experienced and well-trained member of staff are more clearly linked to academic benefits (EEF).	1 2 3 4

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

Budgeted cost: £ 10,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every Child Counts maths intervention for Year 2	In a recent study, pupils accessing the intervention made an average Number Age gain of <b>14.5 months in 4 months</b> – over 3 times	3

including staff training and resources.	the expected progress. <b>91% of them showed more confidence and interest</b> in learning mathematics in class after accessing the intervention.	
Talk Boost Communication and Language Intervention KS1 Programme (Reception)	Research and data from previous schools shows that, on average, children receiving the TBEY intervention made an equivalent of 6 months progress in Communication and Language.  81% of children reached expected levels in their ability to talk in sentences (compared to 33% before) using the KS1 TB intervention.	4 5
Third Space Learning 1:2:1 online maths tutoring for UKS2	In an independent trial, TSL was shown to have doubled progress for pupils, showing 7 months progress in 14 weeks. It also showed that 30% of pupils participating were able to successfully complete greater depth tasks at the end of a unit with 70% of pupils reporting increased confidence after accessing the intervention.	2 3
Effective deployment of staff to target key disadvantaged pupils who are not making expected progress in phonics, reading, writing and maths.	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. (EEF)  Precision teaching delivered by a STA for phonics and online interventions to be used through 123 maths and IDL literacy for additional interventions delivered prior to the school day.	3 4 5

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

Budgeted cost: £8,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of school nurture groups to provide emotional support and targeted work on bereavement	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional resilience, self-esteem and Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a	1 2 3 4 5

resilience, self-esteem etc.	range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	
Training of a School ELSA to deliver emotional support in small groups and 1:2:1 basis for targeted emotional support.	The ELSA programme leads to positive outcomes for both individual pupils and school systems. At the individual pupil level, data from the SDQ indicates a reduction in a range of emotional, conduct, hyperactive and peer problems and an increase in prosocial behaviours.	1 2 5
Funded sessions to access Breakfast Club and After school club sessions, including homework support sessions.	There is little literature or research on the impact of OOSC in the UK but feedback from parents and children identify that these facilities provide both academic support and additional opportunities and experiences for our pupils.	1 2 3 4

**Total budgeted cost: £ 29,820**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### High Quality Teaching for all Pupils:

We invested in a new phonics scheme (Read, Write, Inc) including a wide range of high quality books and texts in able to provide a more systematic delivery of phonics and reading.

#### Targeted Support for Vulnerable Pupils:

A number of disadvantaged pupils in KS1 have benefitted from the KS1 Talk Boost programme which has been successful in improving early language skills for targeted pupils in Reception.

Catch up sessions for targeted pupils in literacy and maths following periods of lockdown have helped address gaps that were identified in their knowledge and understanding.

We were able to purchase new devices which were provided to disadvantaged children so that they were able to access appropriate home learning.

#### Wider Strategies:

Effective links have been made with external support systems such as Family Action in order to provide support to both children and their parents. The school have worked hard make strong support systems and connections with families through the introduction of Class Dojo for all teachers in order to identify and tackle challenges faced by all of our pupils, but particularly those faced by our disadvantaged pupils.

#### Assessment Data (2021-2022):

##### EYFS

71 % of children in Reception at Broughton Primary achieved GLD			
Listening, Attention & Understanding	90%	Word Reading	81%
Being Imaginative & Expressive	90%	Writing	71%
Speaking	95%	Number	86%
Self-Regulation	90%	Numerical Patterns	86%
Managing Self	90%	Building Relationships	95%
Gross Motor Skills	100%	Fine Motor Skills	95%
Comprehension	86%	Past & Present	90%
The Natural World	90%	People, Culture & Communities	90%
Creating with Materials	100%		

67% of children at **Broughton Primary** reached the pass mark or above in the National Phonics Screening check in 2022.

### Key Stage 1

Key Stage 1 Teacher Assessments	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	36	28	67
Writing	21	14	58
Maths	43	21	68

### Key Stage 2

61% of children at **Broughton Primary** achieved 20 or above in the Year 4 Multiplications Check.

End of Key Stage 2 Test Results	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	24	20	74
Writing	40	28	69
SPaG	40	12	72
Maths	28	12	71

% of pupils at <b>Broughton Primary</b> achieving the 'expected standard in Reading, Writing and Maths (2022)	% of pupils <b>nationally</b> achieving the 'expected standard in Reading, Writing and Maths (2022)
36	59

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
123 Maths	123 Learning

IDL English	IDLSGroup
Talk Boost	ICAN
TT Rockstars	Maths Circle Ltd
Every Child Counts	Success@Arithmetic
Reciprocal Reading	FFT Literacy
RWI Fast Track and Phonics	Ruth Miskin