



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	134 (inc. 12 nursery children)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£19,072
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,072 <u>£19,072</u>

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: £ 4,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fresh Start Training through Ruth Miskin for KS2 phonics and reading intervention.</p> <p>RWI spelling programme for all pupils from Y2-Y6 including online subscription</p>	<p>Children accessing RWI phonics are proven to make an equivalent of 1 months progress in reading according to an evaluation commissioned by the EEF.</p> <p>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.</p>	<p>2</p> <p>4</p> <p>5</p>
<p>Maintaining a STA to deliver IDL Literacy and Numeracy interventions as an extension to the school day and to carry out necessary assessments.</p>	<p>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).</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: £ 7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retraining a STA to deliver Every Child Counts maths intervention for Year 2.</p>	<p>In a recent study, pupils accessing the intervention made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning</p>	<p>3</p>

	mathematics in class after accessing the intervention.	
Training a member of staff in Makaton to be used alongside whole school visuals from Widgit to develop communication.	The Children's Trust charity identifies that almost everything we do requires communication. Makaton is based on British sign Language but uses symbols alongside speech at all times, allowing users multiple forms of communication and is known to promote an inclusive environment.	4 5
Learning by Questions subscription and delivery to provide tutoring for pupils in KS2 for core areas such as reading, SPaG and maths.	Learning by Questions, although relatively new in its creation, has proven to significantly improve attainment and confidence of pupils using the programme. Learning is targeted at individual needs and children are more willing to have a go at more challenging questions, leading to better outcomes.	2 3 4
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
IDL numeracy package and screeners	IDL numeracy is a maths software resource that helps to improve maths ability for low-attaining learners in maths. It is a fully graded course which allows children to better tackle maths problems and goes on to ensure children are less anxious when tackling new problems.	3

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

Budgeted cost: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continued development of school nurture groups to provide emotional support and targeted work on bereavement resilience, self-esteem etc. This includes training and support for a new member of the nurture team.	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 range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1 2 3 4 5
Training in Drawing & Talking Therapy and additional staffing costs to deliver therapy sessions to identified pupils.	Drawing and Talking Therapy is a non-intrusive therapy encouraging traumatised children to use both sides of the brain to tackle trauma. Primary Times find that over time, the child becomes more able to process and manage their pain which will often lead to more positive behaviour and engagement with the national curriculum and other day-to-day learning processes.	1 2 5
Funded residential trips	A 6 year research study by the Learning Away Project identified the significant positive impact of residential trips on academic achievement, knowledge, skills and understanding, engagement with learning, fostering deeper relationships and improving resilience, self-confidence and wellbeing. The report also shows powerful evidence that the impact is still evident 2-3 terms after the residential.	2 3 4 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: £ 19,072

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 2022 to 2023 academic year.

High Quality Teaching for all Pupils:

We continued to invest in our new phonics programme (Read, Write, Inc) including leadership training for the phonics and reading leads in school as well as full phonics training for all EYFS and Key Stage One staff. A development day with a specialist teacher also ensure best practice and effective implementation of the phonics programme.

Training was provided for all staff to implement and deliver Reciprocal Reading for all pupils from Year 2 upwards using this as a guided reading approach across the school.

Targeted Support for Vulnerable Pupils:

A number of disadvantaged pupils have benefitted from the Early 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 have helped address gaps that were identified in their knowledge and understanding.

Fast Track Tutoring has been introduced to children in Key Stage 1 and LKS2 in order to provide 1:2:1 support for phonics and early reading using a new and rigorous assessment carried out by the intervention lead.

Every Child Counts intervention has been delivered to identified pupils in Year 2 in need of support to close learning gaps in maths. Training for staff and required resources have been purchased in order to run this programme.

IDL literacy has been used to support children with literacy difficulties, particularly those with dyslexia and in depth assessments have been carried out with targeted support for those children who display literacy difficulties and dyslexic traits.

Wider Strategies:

Effective links have been made with external support systems such as Family Action and the Local Authority in order to provide support to both children and their parents with emotional and wellbeing support.

The school ELSA continues to access the ELSA network meetings for ongoing training, support and CPD.

A number of specialist professionals have worked with targeted children either in small groups or one-to-one sessions to target areas such as Social, Emotional and Mental Health or to support those with a diagnosis of dyslexia.

Assessment Data (2022-2023):

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%		

Key Stage 1

79% of children at Broughton Primary reached the pass mark or above in the National Phonics Screening check in 2023.

Key Stage 1 Teacher Assessments	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	71	21	68
Writing	58	4	60
Maths	63	13	70

Key Stage 2

65% of children at Broughton Primary achieved 22 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	84	47	73
Writing	84	26	71
SPaG	84	26	72
Maths	74	32	73

% of pupils at Broughton Primary achieving the 'expected standard in Reading, Writing and Maths (2023)	% of pupils nationally achieving the 'expected standard in Reading, Writing and Maths (2023)
68	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	IDLGroup
Talk Boost	ICAN
TT Rockstars	Maths Circle Ltd
Every Child Counts	Success@Arithmetic
Reciprocal Reading	FFT Literacy
RWI Fast Track and Phonics	Ruth Miskin