



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	(137 inc. 20 nursery children)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£17,602
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	<u>£17,602.00</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 regardless of the level of disadvantage they experience. Our strategy is part of the wider school development focus to achieve positive outcomes for all of our pupils.

When making decisions about using our Pupil Premium Funding we consider the challenges faced by all of our pupils, but particularly 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>In previous years we have been extremely successful in closing the gap between the absence of our disadvantaged pupils and that of their peers. However, in the last 3 academic years we have seen a steady increase in the number of pupils with persistent absenteeism. We aim to reduce this further this academic year as we recognise the strong correlation between regular attendance and academic success.</p>
2	<p>Oral language</p> <p>Assessments on entry to our Early Years show that an increasing number of pupils have delayed development of oral language skills and communication and language is the area where most pupils in our current Nursery cohort are working below the expected standard. With waiting lists for Speech and Language support growing, we need to increase our efforts to improve language and oracy for these pupils in school and provide appropriate training and support for staff in order to do this.</p>
3	<p>Social and Emotional</p> <p>A small number of our disadvantaged pupils are experiencing ongoing emotional difficulties which have a direct impact on their readiness to learn. There has been an increase in the amount of time they are needing to spend out of the class in order to deal with these difficulties and receive the required support. We aim to enhance our pastoral care availability and work with other agencies in order to reduce this.</p>
4	<p>Vocabulary</p> <p>The vocabulary gap between our most disadvantaged and their peers has widened due to the disruption to learning over the previous years. Issues with vocabulary have a significant impact on reading comprehension skills, fluency, oral language, understanding and writing.</p>
5	<p>Writing</p> <p>The gap between disadvantaged pupils and their peers in writing is apparent to varying degrees across Key Stage 1 and Key Stage 2. Many disadvantaged pupils are not making enough progress to close the gap between them and are not meeting the expected standard for age related expectations. We need to increase our efforts to close this gap and accelerate progress and confidence in writing.</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.	<p>Attendance data target for disadvantaged pupils: 96% or above.</p> <p>Pupils identified as persistent absentees to have significant reduction in school absence, particularly unauthorised absences.</p> <p>Communication links will be effective between home and school to ensure barriers to attendance are identified and addressed promptly.</p>
Improved oral language skills of disadvantaged pupils in the Early Years.	<p>Assessments and observations indicate significantly improved oral language.</p> <p>This will also be reflected in the communication and language data at the end of Reception.</p> <p>An increasing number of disadvantaged pupils in EYFS will meet the expected standard in communication and language.</p>
Pupils experiencing emotional difficulties will be well supported and will access a full curriculum.	<p>Children will attend school feeling safe, happy and confident.</p> <p>We will see a reduction in the amount of time children spend out of the classroom due to emotional or social difficulties.</p> <p>Absences from class will be planned and part of an agreed programme of support where possible.</p>
The vocabulary gap between disadvantaged pupils and their peers will significantly reduce.	<p>Classroom practice will show an increased focus on higher level vocabulary across the curriculum.</p> <p>Observations and assessment outcomes obtained at end of Key Stage 1 and 2 data drops will show significant improvements of vocabulary and understanding of vocabulary.</p> <p>Data analysis from targeted interventions and programmes will show improvements in use of higher level vocabulary and oral language.</p>
The gap between whole school outcomes and pupil premium outcomes is closed by the end of Key Stage 2.	<p>Outcomes for disadvantaged pupils in writing at the end of Key Stage 1 and 2 are in line with the outcomes of their peers and closer to/on track for age related expectations.</p> <p>End of Key Stage 2 data will show increased number of children achieving the expected level of attainment in core areas of the curriculum.</p>

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: £ 9,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and resources for KS2 phonics and reading intervention using Fresh Start Phonics Programme and RWI Comprehension.	The Read, Write Inc. phonics programme is a well-established and effective programme for phonics which has been well embedded throughout EYFS and KS1. Data in the Y1 PSC has risen from 67% in 2022 when the training was first delivered in school to 92% in 2024. Fresh Start Phonics is a fast track programme to fill gaps in phonics and reading for children aged 9-13 years. <i>'Students make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.'</i> Ruth Miskin website.	2 3 4
Introduce RWI comprehension as a follow on programme to be delivered after graduating from the phonics programme.	The EEF states that many reading comprehension approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. As phonics is now well embedded in EYFS and KS1, we want to build on this so that there is consistency and streamline the strategies used across the school, enhancing the phonics and Reciprocal Reading already used.	2 4 5
Nuffield Early Language training for EYFS staff and other key leaders.	Research trials have found that children receiving the NELI programme made the equivalent of 3 months progress in oral language skills compared to children who did not receive NELI.	2 4 5
Maintaining a STA and employment of an additional STA to deliver IDL Literacy and Numeracy interventions as an extension to the school day and to carry	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 5

out necessary assessments.	Attendance registers for early intervention sessions were reviewed and some targeted pupils did not attend. Timings and location of the interventions have been adapted to meet this need and are proving to be more effective in getting chn into the sessions, therefore, having a positive impact on progress for pupils accessing the programmes.	
Embed adaptive teaching strategies across the whole school and attend training to suit school need. This should include the training of new staff.	The term 'adaptive teaching', especially as set out in the Early Career Framework, resets our expectations about what it means to differentiate, and it offers a more helpful and practical model. (EEF)	1 2 3 4 5

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

Budgeted cost: £ 5,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 confident 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.	1 2 3 4 5
Effective deployment of support staff to deliver one to one support for pupils not meeting the expected standard in core 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 well as 1-1 and small group writing intervention and adaptive teaching strategies.	1 2 3 4 5

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

Budgeted cost: £2,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to enhance and develop the pastoral support within school based on pupil need and improve assessment of impact procedures.	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
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

Total budgeted cost: £ 17,602

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 2023 to 2024 academic year.

High Quality Teaching for all Pupils:

We continued to invest in our new phonics programme (Read, Write, Inc) including ongoing training and support for EY and KS1 phonics staff and reading leads in school. We also began training KS2 staff to support older children with phonics and the reading lead attending 2 day training in Fresh Start to be able to provide appropriate intervention to children struggling with reading in KS2. A further development day with a specialist teacher also ensure best practice and effective implementation of the phonics programme alongside half termly support days with RWI Literacy Specialists after being chosen to work as part of the English Hub.

Ongoing training and support 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.

All teaching staff received training in adaptive teaching in order to provide better quality teaching in all classes to accelerate progress of our most vulnerable pupils.

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 and more recently, children in the our Nursery setting.

Catch up sessions for targeted pupils in literacy and maths have helped address gaps that were identified from pupil progress meetings analysing cohort data.

Fast Track Tutoring has been delivered and monitored effectively in Key Stage 1 and LKS2 in order to provide 1:2:1 support for phonics and early reading using a rigorous assessment carried out by the intervention lead. Fresh Start has also been introduced in UKS2 to support children in reading and additional phonics support needed and training for staff has begun in order to expand the support available.

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. It has also been used to support some children who are not dyslexic but have ongoing spelling difficulties. Purchase of the IDL screener tool has also meant early identification of pupils with literacy difficulties and key areas for development identified and addressed.

IDL numeracy has been used to support pupils who struggle with basic number problems in order to build confidence and address gaps in learning. Some of our older pupils were identified as having poor recall of basic number facts and multiplication after the pandemic and this intervention has been offered alongside quality first teaching in order to address this. Subject lead data analysis shows disadvantaged pupils are achieving good results in maths and closing the gap with their peers.

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. Workshops have been provided to support parents with sleep, anxiety, SATs support, transition support and toileting.

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 and tutoring for those not with dyslexia.

Assessment Data (2023-2024):

EYFS

86 % of children in Reception at Broughton Primary achieved GLD			
Listening, Attention & Understanding	100%	Word Reading	100%
Being Imaginative & Expressive	93%	Writing	100%
Speaking	86%	Number	100%
Self-Regulation	86%	Numerical Patterns	100%
Managing Self	100%	Shape, Space & Measure	100%
Gross Motor Skills	86%	Building Relationships	86%
Comprehension	93%	Fine Motor Skills	93%
The Natural World	93%	Past & Present	100%
Creating with Materials	93%	People, Culture & Communities	86%

Key Stage 1

Key Stage 1 Teacher Assessments	% of pupils achieving 'Expected' standard	% of pupils achieving 'Greater Depth' standard	% National Expected standard
Reading	47	26	67
Writing	68	0	58
Maths	58	32	68

92% of children at Broughton Primary reached the pass mark or above in the National Phonics Screening check in 2024.

Key Stage 2

64% 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	87	35	74
Writing	91	30	72
SPaG	83	9	72
Maths	78	9	73

% of pupils at Broughton Primary achieving the 'expected standard in Reading, Writing and Maths (2024)	% of pupils nationally achieving the 'expected standard in Reading, Writing and Maths (2024)
74	62

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
IDL Numeracy	IDLGroup
Early Years Talk Boost	ICAN
RWI Fresh Start Phonics (KS2)	Ruth Miskin