

# Broadbottom CE (VC) Primary School



**“Let your light shine”.....Matthew 5:16**

## **Pupil Premium Strategy and Recovery Premium Statement**

**December 2021 – December 2024**

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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**

| <b>Detail</b>   | <b>Data</b>                 |
|---|-----------------------------|
| School name   | Broadbottom CE (VC) Primary |
| Number of pupils in school  | 88                          |
| Proportion (%) of pupil premium eligible pupils   | 22%                         |
| 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   | 1.12.21                     |
| Date on which it will be reviewed   | 1.11.23                     |
| Statement authorised by   |                             |
| Pupil premium lead  | Joanne Marrow               |
| Governor / Trustee lead   | Kate Sanderson              |

### **Funding overview**

| <b>Detail</b>  | <b>Amount</b>                      |
|--|------------------------------------|
| Pupil premium funding allocation this academic year    | £25,555 (based on £1345 per pupil) |
| Recovery premium funding allocation this academic year | £3480                              |

|   |                   |
|---|-------------------|
| Pupil premium funding carried forward from previous years   | £0                |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £29,035<br><br>No |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Broadbottom CE (VC) Primary school, it is our intention that all pupils regardless of their background or personal challenges, have the best chances to make good progress and reach age related expectation across all subjects. The focus of this strategy is to demonstrate how the school will support disadvantaged pupils to achieve this goal including progress for already high attainers.*

*Within the strategy we will consider vulnerable pupils and the challenges they face. This will include children with a social worker and those who are young carers. These pupils will be supported regardless of whether they are disadvantaged or not.*

At the heart of our approach, is high-quality teaching, with a specific focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Inherent within this strategy, is the intention to sustain and improve the attainment of non-disadvantaged pupils, whilst improving progress for peers from the disadvantaged group.

Integral to the plan is a focus on wider school recovery to improve the quality of teaching through staff professional development. This is aimed at improving the quality of education for disadvantaged pupils through implicit training to meet their needs and will also benefit non-disadvantaged learners. In addition, is the provision of targeted academic support through a digital teaching platform that focuses on addressing specific gaps in learning for disadvantaged pupils from their starting point.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, namely track zone. This dispels assumptions about the impact of disadvantage, and provides pupil profiles with data analysis, attainment and progress for pupils to support early intervention and pinpoint key areas for support. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that disadvantaged pupils are supported and challenged through high expectations of their outcomes in the work they are set
- act swiftly through robust tracking to identify pupils and intervene early to address need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, data, and observations suggest that pupils from disadvantaged groups have greater difficulty acquiring phonetic skills and knowledge. This in turn has an impact on their reading development and writing skills.   |
| 2                | Internal data from assessments indicate that maths attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged in most cases.   |
| 3                | Assessments, data, and observations indicate that some pupils have underdeveloped oral language skills and gaps in vocabulary. This is more prevalent in disadvantaged learners than their peer and is evident from EYFS to KS2  |
| 4                | <p>Data, assessments, and observations indicate that the education of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations especially in writing and maths.</p>   |
| 5                | <p>Observations, discussions with pupils and their families have identified social and emotional issues for some pupils, notably due to isolation, lack of enrichment and peer interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support have increased during the pandemic. 2 pupils (1 of who are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving individual interventions.</p> |
| 5                | Attendance data for the last year ranged between 93-97%. Non-attendance is higher amongst disadvantaged pupils with more incidents of broken weeks than non-disadvantaged pupils.  |

## 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   |
|---|--|
| Improved phonic skills and attainment for disadvantaged pupils                            | <p>All forms of assessments and observations will indicate significantly improved skills in phonics application and understanding among disadvantaged pupils.</p> <p>More pupils from disadvantaged groups will achieve national outcomes by Year 1 in statutory assessment.</p>   |
| Improved vocabulary and oral language skills for disadvantaged pupils                     | All forms of assessment and observation will evidence significant improvement in the application and use of a broader vocabulary among disadvantaged pupils.   |
| Improved reading attainment and comprehension skills for disadvantaged pupils             | By 2024-25 KS2 reading outcomes will show that more than 70% of disadvantaged pupils will meet the expected standard.  |
| Improved maths attainment across all year groups culminating at the end of key stage 2    | By 2024-25 KS2 reading outcomes will show that more than 70% of disadvantaged pupils will meet the expected standard.  |
| To sustain the wellbeing of all our pupils, with particular focus on disadvantaged pupils | <p>There will be sustained high levels of wellbeing from 2024-25 demonstrated by</p> <ul style="list-style-type: none"> <li>• qualitative data acquired by pupil voice, surveys from parents and pupils and teacher observations</li> <li>• an increase in uptake for after school enrichment activities among disadvantaged pupils</li> </ul> |

## 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: £ 2219

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Bespoke training for staff to deliver a new curriculum   | This is a bespoke curriculum chosen to focus on 4 specific areas of learning that will provide context and enrichment for disadvantaged learners. As a thematic approach it is geared to be more innovative and engagement in this approach improves by 83% for disadvantaged pupils The curriculum provides pathways and support<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1,2,3,4                       |
| Bespoke training for staff to use and interpret an assessment tool effectively   | Tests and on-going assessments can provide an insight into pupil's areas of strengths and weakness. Assessment tools are effective in providing reliable data to collect, summarise and map performance to target underperformance through relevant interventions and additional support.<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>   | 1,2,3,4                       |
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1                             |

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

Budgeted cost: £762

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of a programme to improve vocabulary, maths and reading skills for disadvantaged pupils who to narrow the gap with their peers | A bespoke intervention that supports a child from their own individual starting point, develops their confidence and self belief, which improves their attainment and progress<br><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> | 1,2                           |

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

Budgeted cost: £ 499

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training for the Mental Health Ambassador the participate in a Mental Health Champion Training for Children course to empower pupils to promote and support positive mental health across the whole school and disadvantaged pupils | Since the Covid-19 pandemic, 1 in 6 children now have a probable mental health disorder, which was previously 1 in 9 children (NHS, 2017). Stress, anxiety, and feelings of uncertainty amongst children and young people have been higher than ever.<br>Teaching children and young people how to stay mentally healthy and giving them the skills and tools to be more resilient is essential for their ongoing wellbeing.<br><a href="https://www.gov.uk/government/collections/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a> | 5                             |

**Total budgeted cost: £ 3480**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Internal assessment data during 2020/21 suggested that for some disadvantaged pupils, their attainment was lower than previous years, with those pupils making limited progress. This is a shift from the position in the 2018/19 data where more disadvantaged pupil's performance was on track. More work to support disadvantaged pupils is required to narrow gaps.

At the end of the 2021 period, we conclude that the reasons attributing to a decline in performance is related to Covid-19 impact. The disruption to education has affected all subject areas with some more greatly than others. Significantly, reading and writing which has been reported nationally to have declined because of interruptions to education. School closures have been detrimental across the country with disadvantaged pupils being the worst affected.

School closures have resulted in the pupil premium funded improvements, to teach targeted interventions form having the greatest impact. This was alleviated by providing a consistent online digital learning programme facilitated by Google Classrooms. All pupils received daily teaching from their own class teacher, with work marked and returned, direct teaching access for pupils and parents and peer interaction. The curriculum continued to be taught delivering the long-term plans for each tear group.

Overall attendance, although lower in 2020/21 at 95%, this remained closely in line with the local average of 97%. Attendance amongst all pupils has improved with a small percentage of non-disadvantaged below local averages. Attendance continues to be monitored but is not a significant concern and therefore it is not a priority of the plan.



During Covid we were acutely aware of the level of isolation and worry children had been faced with and this was particularly concerning for disadvantaged learners who the impact was greater for. To address wellbeing, we used pupil premium funding to purchase Church Heart Smart and Worry Wizard, both aimed at supporting mental health in young children.

## 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*

| <b>Programme</b>    | <b>Provider</b> |
|---------------------|-----------------|
| Lexia Core5 Reading | Lexia Learning  |