

Broadbottom CE (VC) Primary School



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

Pupil Premium Strategy and Recovery Premium Statement

December 2021 – December 2024

Updated December 2023

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

Detail	Data
School name	Broadbottom CE (VC) Primary
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	12.12.23
Date on which it will be reviewed	12.12.24
Statement authorised by	Jaci Nelson
Pupil premium lead	Joanne Marrow
Governor / Trustee lead	Jaci Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,965
Recovery premium funding allocation this academic year	£1035
Pupil premium funding carried forward from previous years	£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	£33,000 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	All forms of assessments and observations will indicate significantly improved skills in phonics application and understanding among disadvantaged pupils. More pupils from disadvantaged groups will achieve national outcomes by Year 1 in statutory assessment.
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 Maths 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	There will be sustained high levels of wellbeing from 2024-25 demonstrated by <ul style="list-style-type: none">• qualitative data acquired by pupil voice, surveys from parents and pupils and teacher observations• an increase in uptake for after school enrichment activities among disadvantaged pupils

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: £ 3000

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 Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3,4
Training and purchase of a new system for writing	This is a programme which will provide consistency throughout school. Fidelity to a scheme is important to build knowledge and ensure there are no gaps in learning. Due diligence was carried out to ensure this was a correct fit for our school. This is a research-based system.	1,2,3,4
Training from our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. To include intervention training.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Training for the Reading lead to develop our reading offer post phonics – Reading for Pleasure	Working with the Literacy Hub (Lacey Green) provides opportunity to develop reading in the school which is bespoke to our setting and supports the transition to high school. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1

	Reading at the transition EEF (educationendowmentfoundation.org.uk)	
--	---	--

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

Budgeted cost: £700

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 Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £ 1500

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. 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. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	5

NPQ training Behaviour and Culture. (Including cover)	<p>Building a positive culture around school is vital in supporting children with low self-esteem, poor attendance and general struggles in school by providing a place where children feel safe and welcomed.</p> <p>National Professional Qualification (NPQ): Leading Behaviour and Culture Framework (bestpracticenet.co.uk)</p>	5
---	--	---

Total budgeted cost: £ 5200

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 – 2023 academic year.

As a small school results fluctuate each year due to each child representing a high percentage in each cohort.

Results of KS2 SATs

	Reading	Writing	GPS	Maths	combined
Cohort (16) at ARE	75% (12)	75% (12)	81% (13)	75% (12)	63% (10)
Pupil Premium (4)	50% (2)	50% (2)	50% (2)	75% (3)	50% (2)
Cohort (16) above ARE	46% (6)	25% (4)	46% (6)	19% (3)	12.5% (2)
Pupil Premium (4)	0	0	25% (1)	0	0

Results at the end of the year through KS1 And KS2, Years 1 to 5.

	Reading	Writing	Maths
Years 1-5 (55) at ARE	75%	75%	80%
Pupil Premium (17)	47%	53%	59%

Through assessments it can be seen that current year 3s were the hardest hit by the covid pandemic, as they were the reception class at that time. This is shown more in the writing where only 36% achieved ARE in the year 2 tests. The purchase of a new, structured writing system will address this and also build as they move through school. Pre and post teaching is being utilised to break down the steps whilst allowing the

children to access the class text and writing. 64% gained ARE in Maths and Reading in that cohort. Maths and reading interventions are to be put in place for target children.

The phonics scheme is taught with fidelity. Regular feedback from coaches has confirmed we are delivering it well. The next step is training around 1:1 interventions.

Through pupil voice, it shows the new curriculum has had a positive impact on the children's engagement and enjoyment of the curriculum.

Purchasing a platform which provides individual learning in maths and writing has had a positive impact. Through analysing the children's age score, it can be seen that some have made up to 3 years progress. This needs to be encouraged more for home use as well as in school time.

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
Doodle Maths/English/Spelling/Times tables	Doodle Learning