

Pupil premium statement for 2022-23



Pupil premium strategy statement

This statement details our school's use of pupil premium 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
Broad Heath	
Number of pupils in school	620+52 place nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2024/2025
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Frankish Headteacher
Pupil premium lead	Jane Frankish and Leadership team,
Governor / Trustee lead	Tessa Roxburgh, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274230
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20000
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	£294230

Part A: Pupil premium strategy plan

Statement of intent

- To target under performance and raise standards across the curriculum to ensure outstanding progress.
- To look at how parents and children can work together and this impacts on rapid progress
- To maintain excellent attendance and maintain this above national
- To ensure we give these children life chances and every child Gains to develop their emotional, social, physical and mental needs.
- To ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1- Parental support and understanding of the curriculum	Assessments, observations, and discussions with pupils and families indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2. Many families have low engagement levels when supporting their children in and out of school.
2- Reading	Majority of children enter Nursery with significant low levels of English, maths and communication skills. This has an impact on social and academic needs as these children begin school. Many children entering Nursery are below national expectations. These children must make accelerated progress and we expect children to leave Broad Heath at ARE or above.
3- Oral and spoken vocabulary	Internal assessments indicate that speaking and listening attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is due to the high proportion of families having EAL. On entry to Reception class in the last 3 years, a high proportion of our disadvantaged pupils arrives below age-related expectations. Historically, children make accelerated progress to achieve results that are better than national expectations.
4-Learning outside of school	Due to the demographic of our school community, children have limited "life experiences" outside school. Very few children attend

	<p>out of school clubs and social and multi-cultural experiences are limited to family and their community.</p> <p>Another challenge is parents' support and willingness to allow their children to attend after (school organised) school clubs as religious priorities supersede school ones.</p> <p>This has an impact on learning across the curriculum as children are unable to draw on their own experiences to enhance their learning, for example writing about holidays abroad or hobbies.</p> <p>Home learning during the pandemic was also a challenge due to a lack of technology available in homes and parents' grasp of English language and understanding of the curriculum to be able to support their children.</p>
5-Well being	<p>Well-being of children has always been paramount. Our surveys and analysis show that since the pandemic the support required by children and families has increased significantly, as they have nationally. The additional challenge that we face is the stigma of our families wanting 'external support'. We are having to provide personalised support within school for a difference to be made. This support needs to be personalised for both the children and their families.</p> <p>Children not having the opportunities to complete homework in a home environment that always supports their emotional and academic needs.</p>
6-Pastoral Team	<p>Our families have historically benefitted from our personalised workshops as they lack confidence regarding the curriculum. The pandemic and not being able to maintain the in-person sessions (we did adapt to virtual) has led to the parents struggling to support their children.</p> <p>Attendance-Due partly to the pandemic the Pastoral Team have had to, and continue to, visit families at the home and support parents with concerns and maintain high attendance.</p> <p>The provision of additional support via after school sessions</p>
7. Behaviour	<p>Our pupils often begin their school life with a lack of structure and routine. Some of our pupils have ongoing social, emotional and mental well-being needs throughout their school life and we thrive to give them allocated and targeted support.</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
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<p>Improved engagement by parents to support their children's learning.</p>	<p>The Parental workshops and Engagement plans lead to parents being more confident in supporting their child/ren.</p> <ul style="list-style-type: none"> • Parents are clearer with regards expectations and know that continued support is available. • The Broad Heath family will continue to succeed and overcome barriers by being proactive. • Values and aspirations are understood by the child, parent and school.
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>All children make at least expected progress and some make better than expected progress. Results for the end of KS1 and KS2 are at least in line with national expectations or above.</p> <p>Reading for pleasure is improved for all children.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Strong use of language across the curriculum by all children.</p> <p>KS1 and KS2 SATs at least in line with national but we consistently aim above this.</p>
<p>Children are take part in a range of learning opportunities outside of the school day</p>	<p>Children take part in after-school / weekend clubs throughout the year (at least one club per child).</p> <p>Children complete home learning when school is closed or a child is absent.</p> <p>Children attend school trips or overnight events when organised to support themed learning.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • reduction in lunch time incidents • an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Effective Pastoral team that supports disadvantaged children and families to improve their quality of learning and pastoral needs</p>	<p>The Parental workshops will continue to enable the parents to support their children.</p> <ul style="list-style-type: none"> • The increased confidence of the parents leads to better outcomes for the children and families. • The 1:1 Engagement plans mean the parents have more personalised support as barriers removed and support provided.

	<ul style="list-style-type: none"> • The Well-being and Homework Club enable children to gain socially, emotionally and academically. • Additional workbooks to be done at home for the children mean they are supported with misconceptions and progress is visible.
<p>Behaviour, wellbeing and attitudes are outstanding in and out of school.</p>	<ul style="list-style-type: none"> • Pupils behave exceptionally well in school and want to learn and allow others to learn • Pupils contribute to both the school and wider community • All pupils to understand how to behave by managing their own emotions and difficulties • Groups of pupils to be taught and use a variety of strategies to support their SEMH needs

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

Budgeted cost: **£125k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase number and reading workbooks to support PPG children's learning over the Holiday periods.</p>	<p>Key children received workbooks to support their learning.</p> <p>Parents supported so they can help their child.</p> <p>The vast majority of children making expected progress with many making rapid progress.</p> <p>These materials can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 6</p>
<p>To target small groups with oral support/language work We will use an LSA to support this and the library in the afternoons..</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 7</p>
<p>Purchase of extra Phonics materials to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>

<p>To have a Saturday school so that key children learn and key foundations are laid. This will include a Saturday PE opportunity.</p>	<p>All PPG to make progress/some accelerated. Ensure we offer extra after school clubs.</p> <p>All PPG children offered the Sat school experience from Years 1-6 for PE- well received and excellent attendance- a Governor has also checked quality of provision.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5, 7</p>
<p>Pastoral Team(Asst Head, Teacher and LMs x2) to support learning and home school activities</p> <p>To maintain and further develop qn effective pastoral team with the safeguarding Lead being a LM supported by a Senior manager and another safeguarding trained person</p> <p>To continue to employ a learning mentor to support vulnerable children and families and deal with emotional, social and cultural issues</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation EEF www.educationendowmentfoundation.org.uk</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 5, 6, 7</p>

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

Budgeted cost: £24K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create opportunities for vulnerable PPG children to have 1;1 time building up their confidence and have a growth mindset</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>1, 2, 3, 7</p>
<p>Engaging with the Third Space tutoring for maths</p> <p>Experienced Assistant Headteachers will also take some groups for specific learning targets.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5, 7</p>

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

Budgeted cost: £140K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>To purchase a jumper for all PPG children so that parents are supported with school uniform. School Uniform ensures we maintain a professional standard and promotes positivity. We will also be supplying families with PE kits/book bags and pencil cases as well as books so they have a richness of resources.</p> <p>Food and nutrients will also be provided.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</p> <p>This will ensure we support vulnerable families who find uniforms expensive • We ensure that we create a culture of inclusion • To be given at Xmas, ready for Winter months • To reduce admin time of phoning parents who have not got kit • Parents stress will be elevated.</p>	<p>All</p>
<p>To provide a breakfast club and ensure there is a positive start to the day, open to all but will target certain children</p>	<p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>Based on our experiences and those of similar schools to ours, we have identified having a breakfast club increases the attendance of children and ensure we are consistently above national.</p> <p>This also creates a positive start to the day and promotes a healthy mind and body.</p>	<p>All</p>

<p>To address Well being sessions with EN and small groups</p> <p>To have targeted children in a lunch times learning to play games and re-view school values</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Good attendance of these targeted pupils Lunch times are well attended by children whereby games are offered as well as the chance to chat and talk/ Homework Club, well attended and supporting learning after school.</p>	<p>All</p>
<p>To create opportunities in school that enrich the children's experiences like theatre productions, working with specialist groups /artists etc.</p>	<p>Studies reviewed by EEF have shown some value of enrichment activities such as educational visits, workshops, careers days etc on pupils' outcomes, however, we know from pupil voice that pupils feel that they learn more from these types of experiences and therefore understand and enjoy their subsequent classwork.</p> <p>Our disadvantaged pupils have limited access to the wider experiences that they are required to understand. The use of author days, artist collaboration extra-curricular clubs add to the pupils learning experience.</p>	<p>4 5,7</p>
<p>To support the Spanish trip that will happen May 2023 and other wider learning opportunities that enrich young people lives</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</p> <p>Enrichment opportunities to be given which will enhance their life chances and allow them to experience learning in different contexts. Makes sure behaviour is positive and that they are ready for learning in the afternoon sessions.</p>	<p>All</p>

To help support swimming	https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide Provides an essential life skill which improves confidence and skills for all children particularly disadvantaged children.	5, 6, 7
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Total budgeted cost: £289K(Around 5 k left for emergency funding/needs)

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.

Our internal assessments during 2021/22 indicates that the progress of disadvantaged pupils in core subjects was good in all year groups. The number of children reaching ARE for all children in English was generally lower compared to non-PPG children in English. In maths, the data suggests that in three year groups, the number of PPG children working at ARE is more than the non-PPG children.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We did however ensure they had IT support. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources provided by the teaching staff at Broad Heath.

Another area for development is to further increase the parental engagement of these disadvantaged families. This will ensure these families understand the importance of working with the school to support their child in every aspect of the curriculum.

Although overall attendance in 2021/22 was lower than the previous year at 95.8%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher. These children will be monitored and supported carefully.

Because of analysing the data for disadvantaged children and the rest of the school, all teaching staff are clear from assessment meetings with SLT who the disadvantaged/poorer achieving children are and how they will be supported through a variety of strategies across the curriculum to ensure rapid progress is achieved.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.