

# Broadacre Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 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
School name	Broadacre Primary School
Number of pupils in school	476 (529 with FS 1)
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Staines Executive Headteacher
Pupil premium lead	Lisa Staines
Governor / Trustee lead	Nigel Hillary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	£9,396
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,666

# Part A: Pupil premium strategy plan

## Statement of intent

Broadacre Primary School is situated in the City of Hull and serves the Bransholme and Kingswood housing estates. Kingswood is undergoing a major house building programme and school numbers have risen in recent years. The school moved into a brand-new school building on the current site in February 2022. Eligibility for free school meals has dropped very slightly in recent years – 32.9% in 2015 – 2016 to 25.7% in 2021 – 2022. 41% of pupils live in the 20% most deprived households nationally (IDACI 2021).

The school's most important priority is to close the attainment gap between our disadvantaged pupils and others within school and nationally. Our aim is to enable all pupils to fulfil their educational potential.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1	Raising pupil numbers has led to an increase in classes in the school and the employment of newly qualified teachers. 35% of the teaching staff are in the first three years of their teaching career.
2	Internal and external data shows that there are gaps in knowledge and skills between our disadvantaged pupils and others in reading, writing and maths. Data from lockdowns show that disadvantaged pupils participated less regularly in remote learning than did other pupils in the school.
3	Attendance and punctuality Attendance is below the NA and there are still disparities between our disadvantaged pupils and their peers: 2021 – 2022: <ul style="list-style-type: none"><li>• Overall attendance – disadvantage pupils 91.1% others 94.5%</li><li>• Persistent absence – disadvantage pupils 32.9% others 15.1%</li></ul>

4	Capacity of parents to support learning and promote pupil well-being. Since the beginning of the pandemic, the number of pupils accessing a social worker or early help practitioner has risen from 10 to 31. This has led to a significant impact on the well-being and resilience of groups of pupils, which has impacted on pupils' ability to achieve in school.
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## 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
There is a curriculum in place which builds on prior learning and is accessible to and engages all learners.	<p><b>By 2024-25:</b></p> <ul style="list-style-type: none"> <li>• Quality of teaching is at least good in all classes (externally moderated).</li> <li>• Assessment, observations, work scrutinies and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference between disadvantaged pupils and others in school.</li> <li>• School judgements are confirmed by external assessment data and by external monitoring of the school.</li> </ul> <p><b>By the end of 2022-23, we will aspire to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that intent documentation, for all subject areas, is sequenced effectively and fully and consistently implemented to ensure that all pupils make progress (know more and remember more)</li> <li>• Increase the offer of enrichment activities.</li> <li>• Increase the offer of after-school activities.</li> </ul>
Maintain the improved outcomes in phonics and early reading.	<p><b>By 2024-25:</b></p> <ul style="list-style-type: none"> <li>• The percentage of pupils reaching the required standard in the PSC is above other pupils nationally in Year 1 and the recheck in Year 2.</li> <li>• At the end of KS1, the percentage of disadvantaged pupils, reaching the expected standard is above other pupils nationally at EXS and GDS</li> </ul> <p><b>By the end of 2022-23, we will aspire to:</b></p> <ul style="list-style-type: none"> <li>• Ensure that the quality of provision in Read Write Inc phonics is consistently good across all year groups.</li> <li>• Support pupils struggling with reading</li> </ul>

	<p>by implementing catch up programmes across KS 2.</p> <ul style="list-style-type: none"> <li>• Ensure that the reading curriculum is carefully tailored to meet the needs of all learners, with a focus on disadvantaged pupils.</li> <li>• Ensure that pupils can read fluently at all levels.</li> </ul>
Improved outcomes for more able pupils in Key Stages 1 and 2 in reading, writing and maths.	<p><b>By 2024 – 25:</b></p> <ul style="list-style-type: none"> <li>• At end of KS1 % of all and disadvantaged pupils reaching GDS in reading, writing and mathematics and RWM is in line with the national average for all pupils</li> <li>• At end of KS2 % of all and disadvantaged pupils reaching GDS in reading, writing, mathematics and RWM is in line with national average for all pupils</li> <li>•</li> </ul> <p><b>By the end of 2022 – 2023 we will aspire to:</b></p> <ul style="list-style-type: none"> <li>• Reach targets agreed with Trust at EXS and GDS at the end of each Key Stage</li> <li>• Narrow the gap between disadvantaged and other pupils when compared with previous year's outcomes across all measures</li> </ul>
Improved attendance and punctuality.	<p><b>By 2024 – 25:</b></p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with national average</li> <li>• The attendance gap between disadvantage pupils and others is in line with national average</li> <li>• The % of all pupils who are persistently absent is in line with national average</li> <li>• The gap between disadvantaged pupils and others in school is in line with NA</li> </ul> <p><b>By the end of 2022-23, we will aspire to:</b></p> <ul style="list-style-type: none"> <li>• Narrow the absence gap between disadvantaged pupils and others</li> <li>• Narrow the gap between disadvantaged pupils and others in terms of PA</li> </ul>
Focus on well-being, resilience and inclusion.	<p><b>By 2024 – 25:</b></p> <ul style="list-style-type: none"> <li>• Reduction in number of behavioural incidents recorded in CPOMS.</li> <li>• Reduction in the number of behaviour consequence cards issued to disadvantaged pupils.</li> <li>• High levels of engagement in out-of-school activities by disadvantaged pupils (registers and pupil feedback).</li> <li>• High levels of parental engagement in activities and workshops.</li> </ul>

	<ul style="list-style-type: none"><li>• Reduction in the number of disadvantaged pupils accessing emotional and well-being/ELSA support within school.</li><li>•</li></ul> <p><b>By the end of 2022-23, we will aspire to:</b></p> <ul style="list-style-type: none"><li>• Consistently apply the school's behaviour policy in and out of the classroom.</li><li>• Target specific pupils and families for participation in curriculum enrichment and after-school activities.</li><li>• Reintroduce face to face opportunities for parental engagement.</li><li>• Identify and support pupils with low-level well-being concerns, preventing escalation of those concerns.</li></ul>
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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: £86,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for all staff:</b> Identifying and overcoming barriers to learning across the entire curriculum. Preparation for training and cost of training resources <b>£2,500</b></p> <p>Leadership and management time for Assistant Headteachers to support the development of quality first teaching – bespoke support and action plans, coaching and mentoring. 3 X 0.1 L5/week <b>£20,409</b></p> <p>Quality of teaching mentoring and coaching and curriculum support Head of School 0.2/week <b>£15,080</b></p> <p>Release time for Literacy and EYFS leads to train, lead training and coach staff for the implementation of Read, Write Inc. 0.1 X L5/week <b>£6,821</b> 0.1 X UPS 8/week <b>£6,272</b></p> <p>Visits to see outstanding practice in phonics, literacy and maths inhouse and a range of settings. HLTA cover for teachers 0.2/week <b>£4,708</b></p> <p>Release time for maths lead support and lead Mastering</p>	<p><a href="#">Education Endowment Foundation – Guide to the Pupil Premium – Autumn 2021</a> ‘Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, alongside recruitment and retention.’</p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a> In the section on leadership and management, the report concludes that Headteachers are responsible for investing in the best teachers and teaching assistants they can find and scrupulously training or retraining them to teach phonics and that senior leaders must build a strong reading culture and ensure that all staff have the knowledge, skills, understanding and professional support to teach reading effectively and this transform children’s life chances.</p> <p><a href="#">Education Endowment Foundation - Improving mathematics in the Early Years and Key Stage 1</a> Research finds that there are 5 key principles for the effective teaching of maths:</p> <ul style="list-style-type: none"> <li>• Develop practitioners understanding of how children learn maths;</li> <li>• Dedicated time for children to learn maths;</li> <li>• The use of manipulatives and representations;</li> <li>• Ensure teaching builds on what children already know;</li> <li>• Use high quality targeted support to help all children learn.</li> </ul>	<p>1 &amp; 2</p>

<p>Number Programme 0.1 X L5/week <b>£6,812</b></p> <p>Release time for SENCo to work with staff to develop provision for vulnerable groups. 0.1 X UPS 8/week <b>£6,272</b></p>		
<p><b>Purchase of Resources:</b> Purchase Read, Write Inc resource, book banded books and reading for pleasure books for KS 2 pupils. <b>£12,500</b></p> <p>Purchase Read, Write, Inc training for all staff and fund cover for teachers and TAs – <b>£5,000</b></p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation - Teaching-learning-toolkit/phonics</a></p> <p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.’</p>	1 & 2

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

Budgeted cost: £50,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>EYFS Communication and oral language intervention</b> L2 TA for 10 hours/week <b>£4,560</b> 0.1 FS2 teacher <b>£5,373</b></p>	<p><a href="#">Education Endowment Foundation - Early-years-toolkit/communication-and-language-approaches</a></p> <p>‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.’</p>	1, 2 & 4

<p><b>Phonics catch up and interventions:</b>  FS 2 – 2X L3 TA X 30 min/day  <b>£3,480</b>  Year 1 – L2 TA 70 mins/day  <b>£3,040</b>  Year 2 – L2 TA 70 mins/day  <b>£3,040</b>  L 2 TA 30 mins/day  <b>£1,040</b>  KS 2 – 2 X L2 TA 30 mins/day  <b>£2,080</b></p>	<p><a href="#">Education Endowment Foundation - Teaching-learning-toolkit/phonics</a>  ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.’</p> <p><a href="#">Education Endowment Foundation - Teaching-learning-toolkit/teaching-assistant-interventions</a>  Research can show that the impact of teaching assistants in the classroom can be minimal, but impact is greater when they work in partnership with teacher and when they take small targeted groups of pupils.</p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a>  High-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children, ‘given the expense and impracticality of This, this should not undermine, however, the value of one-to-one or small-group support for the few children who need extra help to keep up.</p>	<p>1, 2 &amp; 4</p>
<p><b>Reading Intervention:</b>  Daily reading for targeted children in KS 2.  5 L2 TAs 1 hour/day  <b>£11,400</b></p>	<p><a href="#">Education Endowment Foundation - Teaching-learning-toolkit/reading-comprehension-strategies</a>  This research focusses on the teaching of reading comprehension strategies with children being taught a range of techniques which enable them to comprehend the meaning of what they read:</p> <ul style="list-style-type: none"> <li>• inferring meaning from context;</li> <li>• summarising or identifying key points;</li> <li>• using graphic or semantic organisers;</li> <li>• developing questioning strategies;</li> <li>• monitoring their own comprehension</li> </ul> <p>These strategies are often taught to a class and then practiced in pairs or small groups and can have a positive impact on pupils’ reading progress, especially if reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 2 &amp; 4</p>
<p><b>Maths intervention:</b>  Same day support for KS 1 and KS 2  5 L2 TAs 1 hour/day</p>	<p><a href="#">Education Endowment Foundation -Teaching-learning-toolkit/teaching-assistant-interventions</a>  TAs can have a huge impact on pupil outcomes, but this is dependent on how they</p>	<p>1, 2 &amp; 4</p>

<p><b>£11,400</b></p>	<p>are deployed. When TAs have been trained to deliver a specific intervention, the impact is greatest. Same day interventions for maths do not detract from the children receiving quality first teaching in the class every day. Research shows that the impact of TAs is best when they have been trained to a high degree and this is the case at Broadacre as TAs have all received mastery maths training and have been to TRGs.</p>	
<p><b>School Lead Tuition</b>          After school support for KS 2 pupils for reading, writing and maths          £35/hour plus oncosts = £46.60          5 teachers for 20 sessions  <b>£4,660</b></p>	<p><a href="#">Education Endowment Foundation -Teaching-learning-toolkit/small group tuition.</a>          ‘Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage parents to avoid widening attainment gaps.’</p>	<p>1, 2, 3 &amp; 4</p>

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

Budgeted cost: £17,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ an Attendance Officer for 2 hours/day  <b>£5,257</b></p>	<p><a href="#">DfE - Improving school attendance - support for schools and local authorities</a>            In order to raise attendance it needs to be a priority of school improvement. It needs to be resources appropriately to create, build and maintain systems and performance.            The DfE guidance on having an effective whole school strategy to raise attendance promotes employing a designated attendance champion in the senior leadership team with clearly assigned responsibilities, which are identified within the attendance policy.            Raising attendance is a priority in Broadacre’s school improvement plan and the school is committed to working with families to support children attending school.</p>	<p>3 &amp; 4</p>

<p>ELSA support for vulnerable pupils L2 TA x 90mins per day <b>£3,420</b></p> <p>After school clubs, trips and enrichment activities. <b>£9,000</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Research concludes that the impact of SEL interventions has low security and therefore, the success of this intervention will be closely monitored. However, the benefits of this kind of intervention in helping children to effectively manage their emotions are great, even if it does not directly impact on reading and maths scores.</p> <p>SEL interventions run alongside whole class PSHE lessons</p>	<p>3 &amp; 4</p> <p>3 &amp; 4</p>
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**Total budgeted cost: £154,124**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### **Phonics - Year 1**

National outcome was 76%

School phonics results for all pupils - 74%

School outcomes for disadvantage pupils - 50%

School PP gap to national is now -26%

### **End of KS 1 Data**

Reading EXS all pupils – 73% (NA 67%)

Reading EXS PP pupils – 64%

Reading GDS all pupils – 20%

Reading GDS PP pupils – 0%

In-school gap between disadvantaged pupils and all is 9% at EXS and 20% at GDS.

Disadvantaged gap to NA is 3% at EXS.

### **End of KS 2 Data**

RWM combined EXS all pupils – 51% (NA 59%)

RWM EXS PP pupils – 46%

RWM GDS all pupils – 2%

Reading GDS PP pupils – 4%

In-school gap between disadvantaged pupils and all is 5% at EXS and 20% at GDS.

Disadvantaged gap to NA is 13% at EXS.

### **Emotional well-being and Mental Health of pupils.**

Levels of parental engagement in school activities, eg phone calls and return of homework, has risen on 2021 – 2022 by 23%

Internal and external monitoring shows that children settle quickly into school / lessons and disruptions are a rarity. (lesson observations and learning walks by school and MAT)

Internal and external monitoring supports these judgements.

ELSA trained TA worked with 16 children.

### **Attendance and absence, including those deemed to be persistent absentees**

Our attendance for 2021 – 2022 overall was – 93.4% and there are disparities between our disadvantage pupils and their peers.

Overall attendance – disadvantage pupils 91.1% others 94.5% (gap 3.4%)

Persistent absence – disadvantage pupils 32.9% others 15.1% (gap 17.8%)

## Further information

### **Additional Activity**

The school's Pupil Premium Strategy will be enhanced by other initiatives and plans from the School Improvement Plan which are not funded by pupil premium or recovery premium.

- Promoting reading for pleasure – restocking class libraries, home reading books and establishing a school lending library.
- Further developing the curriculum by refining intent documents and planning enrichment activities.
- Promoting the personal development of all pupils.