

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 Fields
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Hayley Hughes Acting Headteacher
Pupil premium lead	Steve Rae Acting Deputy Headteacher
Governor / Trustee lead	Deborah Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,645
Recovery premium funding allocation this academic year	£7975
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	£128,620

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We consider fully the needs of Broughton Fields pupils in our decision-making. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed progress rates of non-disadvantaged pupils.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision we make for this group varies between individuals. Our overriding driver and aim is ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Other strategies may include:

- Providing small group work focussed on overcoming gaps in learning.
- Ensuring that all teaching assistants are used effectively to support pupil premium children, or to allow the teachers to do so.
- Providing 1-1 support to focus on small steps in learning.
- Additional teaching and learning opportunities provided for children.
- Supporting payment for activities, educational visits and experiences.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supporting a positive mental and physical health and provide emotional support.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations identify underdeveloped language and communication skills in an increasing number of our youngest children when they arrive at school, especially amongst our disadvantaged children.
2	An increasing number of our children are dealing with mental health difficulties. Turmoil in families, attachment issues and feelings of anxiety and low self-esteem have negatively impacted on their positive mind-set, their ability to start each day 'school' ready' and consequently, observations and assessments show their achievement in class is compromised.
3	A lack of life experience is a barrier for many of our disadvantaged pupils where they are unable to make connections between their learning in school and life experiences and understanding beyond the classroom.
4	We consistently see a lack of aspiration and repressed social capital in many of our disadvantaged pupils. A lack of ambition or self-belief in what they can achieve long term can impact on their determination and drive to be challenged in their learning. This can result in unmotivated pupils who will avoid being challenged in their learning.
5	Many pupils lack the independence or are limited to what they are permitted to do independently. This creates a gap between them and their peers, often leading to learnt helplessness and a reliance on adults to solve problems and support them beyond what would be expected at their age/stage of development.

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
To close the gap with underdeveloped language and communication skills.	-Language rich environment with consistent modelling and high expectations of staff to address gaps in pupils' language and communication. -Language and Communication a focus for pupil progress; particularly in the Early Years to ensure pupil progress from the start of Foundation. -Speech and Language Interventions delivered to identified pupils with significant levels of need, impacting on their progress. -Speech and Language specialist involvement to ensure expertise in school, providing on-going CPD and feedback to school staff.
To improve the levels of wellbeing and readiness for school in all our children, and to give identified children and their families strategies for self-management of their own mental health.	-Pupils identified for support and intervention, staff liaising with the Learning Mentor to ensure appropriate strategies are in place to support pupils and their families. -Referrals for support to the Learning Mentor ensuring early help and signposting to professional services is provided. -Pupils and families will have access to professional support and will know who to ask for help. -Pupils' wellbeing and readiness for school increases.
Support pupils with limited life experience and understanding of the wider world through an inclusive, ambitious curriculum, enabling pupils to see themselves excelling beyond their known environment.	-Opportunities to make connections between learning in the classroom and real life. -Extra-Curricular opportunities for pupils from disadvantaged backgrounds. -Consideration given to disadvantaged pupils, including encouragement, support and funding to access opportunities to reduce pupils being limited by their means.
Increase pupils' self-belief, ambition and aspiration through the curriculum, and further opportunities aimed at increasing the learning behaviours and drive for pupils.	-Aspiration a key theme of the school curriculum with links formed to increase pupils' understanding of themselves as an active learner. -Trips and visits programme to foster aspiration and provide real-life experiences. -Staff maintaining high expectations of all pupils, with an aspiration for all pupils to achieve, regardless of their starting point or barriers.
Increase the opportunities for pupils to develop independence skills and support families to do so at home.	-High expectations of pupil independence, taking into account the appropriate age and stage of pupils. -A curriculum that develops the whole child alongside their academic progress and attainment. -Independence a key theme through the school curriculum, with increased opportunities to learn these skills, i.e. Forest School.

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: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of forensic assessment and tracking package to support accurate assessment and subsequent targeted teaching and learning for children. (PiXL)	Quality First Teaching has continually been shown as a leading driver in raising achievement. PiXL allows us to access a vast resource of materials and support to do this in two particular ways. Firstly, we use their high quality assessment materials which are then forensically analysed to give question and topic level analysis, comparing hundreds of schools across the country, giving us clear indications about the needs of our children. Secondly, we use their therapy and intervention suite of materials to help deliver teaching forensically matched to the children's identified gaps. We are supported with access to a range of PiXL Specialists who ensure we are using the materials to their maximum capacity within our school context.	1, 3, 4, 5

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

Budgeted cost: £117,091.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering targeted and scaffolded support and intensive interventions for children performing below expected potential	Delivery of a systematic phonics programme in small groups and support for vocabulary acquisition, reading speed and automaticity. Alongside this, a mastery approach to maths as directed by the National centre for Excellence in the Teaching of Mathematics (NCETM) has shown to develop children's ability and progression in Maths. Teaching	1,3,4,5

	Assistants in core subjects enable support to be in place either through the Teaching Assistant/Teacher. School Start language acquisition programme in Foundation delivers enhanced and structured vocabulary support.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £16,631.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific staff to support children and staff	Mental wellbeing has been proven extensively to correlate directly with achievement in class. We have consistently seen that children with identified concerns, anxieties and disorders have benefitted extensively from talking therapies as well as practical therapies such as lego and play therapy in order to maximise their 'school readiness' and have a greater chance of achieving their potential academically.	2
Subsidised milk and food for disadvantaged children	Milk contains a vast amount of minerals and vitamins that improve both physical health, especially calcium deficiencies in teeth and bones, as well as mental health. This, alongside giving breakfast to those who arrive without having eaten at home leads to increased concentration in class.	2, 3, 4, 5
Subsidy for school trips and activities	This is made on a case by case basis. Parents and school discuss where involvement in certain activities would enhance a child's experience, wellbeing and social capital. This helps to build self-esteem and self-worth, and create equality of opportunity, all of which are proven to increase a child's achievement and future potential.	

Total budgeted cost: £2700 + £117,091.25 + £16,631.10 = £136,422.35

(£7802.35 over)

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.

We have continued to reap enormous benefit from PiXL, which has become an integral system in our school now. This has enabled us to forensically analyse the attainment and academic performance of pupils, and tailor teaching and intervention strategies accordingly.

The deployment of Teaching Assistants in the core lessons of Reading, Writing and Maths is driven by PiXL analysis and targeted towards pupils in receipt of the Pupil Premium. Focussed teaching and learning, being delivered to pupils in a 1:1/small group environment has impacted on pupils' self-esteem, confidence and self-belief as well as the impact on pupil progress.

All Pupil Premium pupils are discussed within Raising Achievement Meetings. Pupils working below age/stage expected are targeted and tracked carefully and their progress is monitored. Where progress is not made, we continually challenge ourselves to explore and invest in new approaches and materials to help us succeed better for that pupil. We have seen individual progress consistently across the school, but of course this approach also benefits and accelerates non Pupil Premium children.

We continue to work with and refer a number of pupils and families to access mental health and wellbeing support. We deploy our Learning Mentor to liaise with pupils and their families to provide initial and on-going support and refer to/access professional services, where appropriate to ensure the right support is sought. This has resulted in positive progress in the lives of families and children who are now in a much stronger and more secure place to face the challenges of life as a result of our support. Consequently, we have seen positive impact of this in the classroom.

In each club we run, and residential trip we organise, we enjoy supporting Pupil Premium children with free and subsidised places. Individual wellbeing, enjoyment, involvement and aspiration cannot be measured and yet is evident in each of these circumstances.