

# Pupil premium strategy statement

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	Broughton Fields
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Hearn - Headteacher
Pupil premium lead	Nick Hearn - Headteacher
Governor / Trustee lead	Sandra Yallop

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,264
Recovery premium funding allocation this academic year	£4,496
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	£92,760

# 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 should be 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 reserve the right to 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.
- 1-1 support
- 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.
- Mental/physical health and 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	We recognise that a number of our children are deficient in healthy eating and lack nutrients and vitamins, which impacts upon their concentration span and specifically their oral health. This is a particular issue for certain members of our East European community.
2	An increasing number of our children are dealing with mental health difficulties, which has only been exacerbated by the pandemic. Turmoil in families, attachment issues and feelings of anxiety and low self esteem have negatively impacted on their positive mindset, their ability to start each day 'school' ready' and consequently, observations and assessments show their achievement in class is compromised.
3	A number of our children experienced a significant decay in learning over the pandemic. Involvement in our extensive home learning programme for a portion of our disadvantaged children was minimal and in some cases we also saw very little motivation and drive from adults at home to complete learning tasks. Assessments show gaps in knowledge leading to children being behind age related expectations.
4	We consistently see a lack of aspiration and repressed social capital in many of our children. Year upon year entry and baseline data for our children show them being lower than the nationally expected standard. Observations in class reveal gaps in common 'expected' knowledge, and projects/surveys with children show a lack of awareness of potential avenues for future employment and general ambition to excel.
5	Assessments and general observations show very underdeveloped language and communication skills in an increasing number of our youngest children when they arrive at school, especially amongst our disadvantaged children.

## 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 health in our children and awareness of the importance of oral health	No children arriving at school without having had breakfast and evidence of increased visits to the dentist.
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.	The number of children on our 'watch list' of concern will decrease. More children and families will be taking advantage of signposted support provided by a variety of support agencies.
To improve attainment across the school specifically in English and Maths	To reach our predicted academic targets for Summer 2022
To widen children's social capital and aspirations for the future.	Levels of participation in residential trips will be at least maintained from previous years. Children will reflect learning from day trips more widely in their school work on return. Levels of participation in local partnership events (i.e. maths challenge days, local competitions, local speaker events, visits to local industries) will increase
Improved oral language, vocabulary and communication skills	Assessments will indicate higher levels of communication and broader use of enriched vocabulary, especially in our Foundation classes.

## 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: £7196

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 2 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 then held accountable 4 times a year by a Pixl Associate who ensures we are using the materials to their maximum capacity.	3,4
Release of senior leader to develop local and national partnerships to enrich learning and widen opportunity	Involvement of industry personnel in our mainstream and wider curriculum offers opportunity that enhances learning depth as well as experiences, both of which enhance children's learning and aspiration.	3,4

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

Budgeted cost: £50685.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering targeted and scaffolded support and intensive interventions for children performing	Delivery of a systematic phonics programme in very small groups and support for vocabulary acquisition, reading speed and automaticity (DFE reading framework 2021), as well as a	3,5

below expected potential	<p>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 English and maths.</p> <p>School Start language acquisition programme in Foundation delivers enhanced and structured vocabulary support.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £34878.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1,2,3
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, 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.	3,4
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.	2,3

Total budgeted cost: £7196 + £50685.48 + £34878.52 = £92760

## 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.

During 2020-21, our Pupil Premium grant allowed us to purchase Pixl. This provided us with a vast amount of resources to accurately analyse the children's attainment and gaps throughout the year. This proved exceptionally valuable when they returned after the national lockdown. Disadvantaged children were shown to have been disproportionately affected by lack of social contact, positive role models for learning and engagement with home learning. Their 'return to school' assessment package proved invaluable in helping us to assess gaps in foundational learning that led to targeted teaching and learning to help address these.

We also allocated a specific portion of each Teaching Assistant/Nursery Nurse's time to focus on catch up and tailored support for those children. They were closely tracked at each Raising Achievement meeting, where each child was discussed by name and their achievements/targets individually noted. These were then followed up through both the staff appraisal progress and follow up meetings, both taking place regularly.

Because of the disruption caused in the education of the children due to the pandemic, the targets for these children were not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As explained earlier, and evidenced in schools across the country, school closure was most 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. 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 such as those provided by Oak National Academy. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.