

Broadbent Fold Primary School and Nursery



Pupil Premium and Recovery Premium Strategy Statement 2023-2024

Broadbent Fold

Primary School & Nursery

Vision

At Broadbent Fold we enable each child to unlock their talents and celebrate their individual successes. We are preparing our children for the opportunities and challenges they will encounter in our community and the wider world.

We aim to achieve this by:

- Fostering positive relationships striving for empathetic, tolerant and respectful children.
- Equipping our children with essential, practical skills to enable them to flourish, develop and succeed in the future.
- Teaching through our creative curriculum encouraging children to take ownership of their learning in order to develop enquiry, interest and confidence.
- Encouraging our children to develop independence, so they become global thinkers and aspire for excellence.
- Nurturing their physical and emotional wellbeing to develop well-rounded, happy, resilient children.
- Working collaboratively with our families to ensure all children reach their full potential. Broadbent Fold is an inclusive school, committed to providing diverse and rich experiences for all children.



Learning Today for Tomorrow's World

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. National Tutoring Programme is on a separate report.

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	Broadbent Fold Primary School and Nursery
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	May 2023
Date on which it will be reviewed	April 2024
Statement authorised by	Catherine Parker
Pupil premium lead	Catherine Parker
Governor / Trustee lead	John Moon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,510
Recovery premium funding allocation this academic year	£2,900
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	£33,410

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils and disadvantaged pupils caused by any disruption or absences in their education.

Our aim is for all of our children to experience the best education possible. High-quality teaching is at the heart of our approach, with a 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. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for ensuring we support and promote pupil mental well-being. It is clear from data that no matter what the setting, socially disadvantaged children and those in greater need of educational support have fallen behind, increasing social inequity." <https://www.unicef.org/eca/press-releases/largest-disruption-schooling-history-due-covid-19-measures-must-not-rob-children>.

Our approach will be responsive to the challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Development of Teaching

- High quality teaching is at the heart of our plan across subjects.
- Using research to improve outcomes of pupils – EEF. CPD time to talk and review.
- Ensure disadvantaged pupils are challenged in the work that they're set alongside peers.
- Social and emotional wellbeing is supported in the curriculum in the classroom.

Targeted Support

- Act early to intervene at the point need is identified.
- Clear interventions which show impact and move pupils on swiftly. Improved pupil feedback.

Wider Strategies

- Embed our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve 'build belief'.
- Effective training based on current needs of pupils and community.

- Social and emotional wellbeing is supported in the curriculum outside of the classroom.
- Attendance and learning mentor support with pupils having difficulty.

This statement is also intended to support all our pupil's needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	EYFS baseline indicates that our disadvantaged children are significantly behind our non-disadvantaged in many areas of learning, including: Speaking, Literacy, Numeracy and Physical Development.
2	Diagnostic assessments have shown that our disadvantaged KS1 pupils are making less progress than their peers. School to accelerate progress and reduce this gap in reading, writing, maths and phonics. A key aspect to underachievement is poor working memory – being unable to make connections to learning from previous year groups.
3	Diagnostic assessments have shown that 50% of our disadvantaged KS2 pupils are making expected progress. School is working to improve this outcome and reduce this gap with their non-disadvantaged peers in reading, writing and maths. A key aspect to underachievement is poor working memory – being unable to make connections to learning from previous year groups.
4	Our observations have shown that pupil's social and emotional issues continue to impact pupil's resilience and confidence. We have seen an increase with anxiety, attachment, bereavement, anger and issues with regulation of emotions. Individual and group support is needed in many cases.
5	A large proportion of our disadvantaged and vulnerable pupils have not had access to wider opportunities and enrichment activities that are in addition to what the school curriculum offers e.g., extra-curriculum clubs, visits and visitors.
6	Parental involvement in pupil's learning and development has been a challenge. Pupil attendance has dipped. Work is needed to engage parents and ensure they are bringing their child to school everyday, working in partnership with school.

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 have improved vocabulary and oracy skills.	<ul style="list-style-type: none"> • WELCOMM and individual speech and language cases supported by Learning Mentor time. • Staff to receive training where needed. • Observations show improvement and pupils engaging in speaking and listening activities to various audiences. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence includes engagement in lessons, book scrutiny and ongoing formative assessment. • Impact evident in other subject areas e.g., reading and writing. • EYFS speech and language support has been effective with Learning mentor input and support. • Programmes such as, Vocabulary Ninja and Jane Considine (spelling) are strengthened. • Develop pupil's oracy whole school e.g. Poetry sharing assemblies.
<p>Pupils in receipt of pupil premium make accelerated progress in:</p> <ul style="list-style-type: none"> - Key areas of learning identified in our challenges. - English, phonics and Mathematics. 	<ul style="list-style-type: none"> • High quality teaching and learning based on effective CPD and research. • Teachers aware of who pupil premium children are and are accountable for progress. • Marking and feedback is effective and accelerates learning in lessons. • Support swiftly in place for pupils who fall behind. • Interventions are impacting on progress and narrowing gaps with peers locally and nationally. Tracking for this is effective using provision mapping. Interventions reviewed half termly to ensure impact. • Monitoring programme across school has improved outcomes. • Targeted pupils have met expected standards. • Writing (SIP) focus has impacted on all pupil outcomes and ensured pupils are ready for their next transition in learning.

	<ul style="list-style-type: none"> • Expectations in year groups increased to ensure pupils do not reach year 6 with any gaps in learning. • Working Memory developments have been successful, targeting links to lessons have improved outcomes. • Foundation subjects develop and broaden key core skills. Pupils apply skills and knowledge across the curriculum.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Wellbeing Team in place with trained Senior Leader in Mental Health. Supporting staff and pupils. • CPD tackles whole school strategies for wellbeing. • In-school counselling support in place and targeted pupils are receiving the support. • Children are having access to resources and experts that is beyond the school community. • Forest schools has targeted pupils with particular emotional needs. Children can express themselves in different ways. • Wellbeing Champions work has supported worries and having an impact in classes and phases. • Social games to enable children to solve problems. • Anna Freud and Emotionally Friendly Schools been used in our curriculum effectively to improve wellbeing. • Links made to counselling services: In-trquest/Off the Record / The Hive to support vulnerable pupils. • Enrichment activities have been offered and this has supported pupil's wellbeing.
To improve links with parents to ensure pupil attendance strengthens.	<ul style="list-style-type: none"> • Work with parents on accessing key information from Arbor, Seesaw and school website. • Early Help and Attendance Meetings in place to support families, who have children struggling to attend school. • Increased parent attendance at book looks, workshops and important meetings. • School attendance and PA improves. • Parents attending assemblies and celebrating their child's achievements. PTFA strengthened.

Activity in this 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: £ 5,495

CPD Time / Learning Mentor Time / Provision Mapping.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Ensure high quality teaching and learning standards across the school. -High expectations of learning is clear in monitoring. To ensure this is all subjects. - Ensure marking and feedback has impact and moves pupils on quickly in learning. - Ensure assessment process is effective. -Peer and self-assessment is being used to accelerate the learning process. -Diagnostic assessments are used effectively. -To show the impact of assessment during lesson time. - Embed moderation experience within school and our Dukinfield cluster. - Staff CPD to provide time to research, coach and share good practice. EEF time to reflect. National College. -Accelerate learning through interventions and additional adult support. Writing key focus. - Developing long term memory. Making links with previous years. -Ensure vulnerable pupils are effectively planned for and provision in place. - Subject leader to review LTP to increase expectations. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://parentingscience.com/working-memory/</p> <p>https://childmind.org/article/how-to-help-kids-with-working-memory-issues/</p>	1,2,3

<ul style="list-style-type: none"> -Continue to strengthen our Marking and Feedback policy with the ethos Building Belief. -Subject leaders to monitor their subject and show the development of pupil's learning and outcomes. -Termly pupil review. Half termly where needed. - Staff Inset time dedicated to reviewing marking and feedback and refresh research. - Pupil Leaders to support checking marking and providing ideas for improvement. 	<p>Standardised tests 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p>	1,2,3
<ul style="list-style-type: none"> -To strengthen phonics programme to secure stronger phonics teaching for all pupils – First Class Phonics from EYFS to lower KS2. -Phonics subject leader to provide training for staff in EYFS to lower KS2. -Ensure reading books are matched to ability more precisely. Reading and guided reading books needed from PTFA funding. 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics subject leader reviews / observations and monitoring evidence.</p> <p>KS1 and KS2 to review reading books and benchmark.</p>	2
<ul style="list-style-type: none"> -To develop stem sentences in mathematics. Increase expectations at each year level. <p>Maths Resources: White Rose Booklets £1,800. Maths Frame £50.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1,2,3
<ul style="list-style-type: none"> -To embed the enjoyment of reading across school, to increase greater depth outcomes. 	<p>https://clpe.org.uk/blog/choosing-and-using-quality-texts</p>	1,2,3,5

<ul style="list-style-type: none"> - Increase the amount of quality texts in classrooms. - Create exciting spaces for pupils to read. - Develop the love of reading in the outdoors. - Continue to improve reading books across school. £600. - Increase the work we do with authors and illustrators. £345 per day. 	https://www.booktrust.org.uk/new-s-and-features/features/2021/may/creating-the-perfect-school-library-space/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
-To improve the provision of online curriculum learning. Purple Mash £900 Seesaw £1800.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education	1,2,3,4,5,6

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

Budgeted cost: £7,361 HLTR time x 3 days x 38 weeks

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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)	4,5,6
-Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Boys/SEND/Pupil Premium most vulnerable group. -Embed current spelling programme Jane Considine.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

-Invite parents into school to demonstrate how these are taught and how they can support their child at home. Poor uptake 22-23, to look at ways of enticing families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
-Continue with the National Tutoring Programme to provide a tuition. Focus year groups: Year 3, 5 and 6.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
-To ensure our SEND/ Disadvantaged learners are well tracked to enable to close the gaps against peers.	https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1,2,3,

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

Budgeted cost: Attendance Officer, staff time delivering clubs/resources, HLTR time Forest Schools £1,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Wellbeing Champion Development. To ensure pupil worries are tackled, regular assemblies and work with external agencies EMHP and Anxiety Coach.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term	4,5,6
Forest Schools -Develop planting/growing outdoors. -Invite the community to support developments.		1,2,3,4,5,6
-Extra-curricular clubs to enrich wellbeing. Ensure PP children	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3,5

<p>access at least one each academic year after-school.</p> <p>-Support families financially, who are unable to pay for trips.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>-Attendance Awards and celebrations.</p> <p>-Attendance Officer Time to support families. Attendance agreements.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £14,708 – this does not include support families with trips and after-school clubs.

Review of outcomes

April 2023 – April 2024

Aim of Premium:	Outcome and Evidence:
<p>To have improved vocabulary and oracy skills.</p>	<ul style="list-style-type: none"> - End of year 2023 data: 75% achieved a GLD above national expectations. 82% achieved Prime Goals. 85% achieved speaking and understanding. There were 0 Ever6 pupils in the reception cohort. - All adults have completed Wellcomm training in EYFS. School have noticed an increase of pupils entering nursery not speaking. This has impacted on the number of children being able to access Wellcomm on entry to EYFS. Autumn End 2023– 52% of pupils on track in Speaking & Understanding in nursery and 75% in reception. - Observations from SLT show that pupils are engaging in speaking and listening activities at a suitable level. It is clear the cohort challenges and changes over the last year, as more children are entering unable to speak to adults. PVIs have not completed speech and language support as required, which is clearly impacting on early development in EYFS. - Assessments and observations provide evidence of engagement in lessons, relationships, book scrutiny and ongoing formative assessment. - Impact in 2022- 2023 was very evident in other subject areas e.g. Literacy 85%+ in reception. - EYFS speech and language support has been effective with Learning mentor input and support. Key programs are in place for specific pupils. - Programmes such as, Vocabulary Ninja and Jane Considine (spelling) are embedded and strengthening across school. Planning, the classroom environment across school shows consistency in school approaches and the importance of vocabulary in their learning. - Assembly provides time for pupils to develop confidence talking to groups, performing. - Steering groups throughout school, ensure pupil voice is a strength and empowers children to talk.
<p>Pupils in receipt of pupil premium make accelerated progress in:</p> <ul style="list-style-type: none"> - Key areas of learning identified in our challenges. - English, phonics and Mathematics. 	<ul style="list-style-type: none"> - End of year disadvantaged data 2022-2023: 100% Ever 6 pupils achieved year 1 phonics, APS 36.7. 100% Ever 6 pupils achieved year 2 retake in phonics. KS1 (3 pupils) 67% achieved reading, 67% writing and 67% mathematics. KS2 (3 pupils) 33% EXP, 33% GD in reading, 33% writing, 33% EXP, 33% GD maths. - Teacher observations / learning walks have taken place and there is evidence of high-quality teaching and learning taking place for all vulnerable groups. SIP support. - Teachers aware of who pupil premium children are and are accountable for progress. Pupil progress meetings target these pupils and ensure any additional support is directed. - Marking and feedback is strengthening and editing continues to be developed. Diagnostic assessment needs to develop in lessons.

	<ul style="list-style-type: none"> - Support swiftly in place for pupils who fall behind. - Interventions are impacting positively on progress and narrowing gaps with peers locally and nationally. Tracking for this is effective using provision mapping. Interventions reviewed half termly to ensure impact. - Monitoring programme across school has improved outcomes. - Additional phonics and phonics assessments completed. All staff well trained in teaching phonics. Impact evident.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - Wellbeing Team continues in place with trained Senior Leader in Mental Health. - CPD tackles whole school strategies for wellbeing. Reviewing current needs and issues related to staff and pupils. - EMHP is an in-school counselling service. This is supporting targeted pupils and impact is clear on attendance and engagement in lessons. Families are fully engaged in this support. - Healthy Hyde weekly works with a group of pupils on age-related issues e.g. year 5 friendships, year 6 anxiety. - Children are having access to resources and experts that is beyond the school community E.g. The Hive. This is also being sent home for families to engage with. - Forest schools has targeted pupils with particular emotional needs. Children can express themselves in different ways. Anxiety and low mood continue to be targeted. - Foundation subjects develop and broaden key core skills. Pupils apply skills and knowledge across the curriculum. Book scrutiny shows this impact. Memory skills are the main hinderance on development. Ofsted target and whole school SIP focus for 2023-2024, - Wellbeing Champions deliver assemblies, have time in class to support worries. This is a strength of our school. - Social games / Lego therapy have enabled children to solve problems and work together to improve confidence. - Steering groups are a strength of our school, allowing children to be leaders and work with different age ranges.
To improve links with parents to ensure pupil attendance strengthens.	<ul style="list-style-type: none"> - New parent meetings, tours of school, parent evenings, book looks have helped parents on accessing key information from Arbor and school website. - Early Help and Attendance Meetings in place to support families. This is improving attendance of all pupils. Currently 97% attendance whole school. 93% disadvantaged pupils. - Increased parent attendance at book looks, workshops and assessment meetings. More opportunities for parents to come into school regarding their child's learning – SEND meetings, SATs meetings. - PTFA strengthened and school are raising funds for trips and a new library.

Externally provided programmes

Programme	Provider
Emotional, Mental Health Practitioner and Healthy Hyde.	Tameside and Glossop NHS