

**Broadbent Fold Primary School  
and Nursery**



**Pupil Premium and Recovery Premium  
Strategy Statement  
2024-2025**

# 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	2024/2025
Date this statement was published	May 2024
Date on which it will be reviewed	April 2025
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	£31,420
Recovery premium funding allocation this academic year	£761
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,800
<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	£36,981

## 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

- Provide high quality teaching across subjects.
- Use research to improve outcomes of pupils e.g. EEF, Rosenshine's Principles.
- Provide high quality and meaningful professional development opportunities. To build teacher knowledge and allow review opportunities.
- Ensure disadvantaged pupils are challenged in the work that they're set alongside peers.
- Social and emotional wellbeing is supported in the curriculum.
- Ensure high quality curriculum materials are provided.
- To provide technology to reduce barriers to learning.

#### Targeted Academic Support

- Act early to intervene at the point need is identified.

- Ensure group or 1:1 work is explicitly linked to normal lessons.
- Provide targeted interventions, which show impact and move pupils on swiftly. Improved pupil feedback.
- Embed the 5-a-day approach to ensure excellent teaching for all and our disadvantaged/SEND pupil's needs are met.
- Metacognition is our whole school improvement target.
- Ensure support staff provide high quality provision and learning.

### **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 by 'building belief'.
- Ensure our pupil's social and emotional wellbeing is supported in the curriculum and linked to their future in the community.
- Provide a range of extracurricular opportunities to increase pupil engagement e.g. eco-club, choir and school trips.
- Provide effective attendance and learning mentor support.
- Ensure parents are making a positive contribution to improve pupil outcomes.

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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>EYFS pupils on entry:</p> <p>Nursery – Listening and Attention, Self-Regulation, Speech and Language and toileting challenges more than previous years.</p> <p>Reception - Fine Motor issues – which is impacting on pencil control and writing. Listening and Attention concerns evident. Self-regulation and basic self-care issues in a large proportion of the cohort.</p>

	EYFS baseline indicates that our disadvantaged children are significantly behind our non-disadvantaged in many areas of learning, including: PSE (toileting and dressing issues), Literacy, Communication and Language.
2	Diagnostic assessments have shown that our disadvantaged KS1 pupils are making less progress than their peers. SEND/pupil premium pupils are our most vulnerable group. 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	<p>Analysis of KS2 SAT's 2023 show that pupils in receipt of pupil premium were performing below their peers in the following areas at the expected standard: Grammar, Punctuation and Spelling, reading, mathematics and writing (significantly less) achieved expected standard. The greater depth picture improved for disadvantaged pupils in the 2023 cohort, but this is not reflective in 2024 cohort. These children require more catch-up than their peers. School is working to improve this outcome and reduce this gap with their non-disadvantaged peers in reading, writing and maths throughout KS2. A key aspect to underachievement is poor working memory – being unable to make connections to learning from previous year groups.</p> <p>We want to accelerate the progress of all disadvantaged pupils so that they achieve as highly as their non disadvantaged peers.</p>
4	We have identified a proportion of our children in receipt of the pupil premium grant who are struggling with emotional regulation. We continue to see an increase with anxiety, attachment issues. Individual and group support is needed to be continued in many cases.
5	A large proportion of our disadvantaged and vulnerable pupils do not access wider opportunities and enrichment activities that are in addition to what the school curriculum offers e.g., extra-curriculum clubs, visits and visitors.

6	<p>Parental involvement in pupil's learning and development has been a challenge. Pupil attendance is a continued focus. Work is needed to engage parents and ensure they are bringing their child to school every day, working in partnership with school to drive standards.</p> <p>Disadvantaged current attendance 94% compared to 97% non-disadvantaged.</p>
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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
1. All children to receive high quality teaching.	<ul style="list-style-type: none"> <li>• Teachers receive high quality professional development.</li> <li>• High quality teaching and learning based on effective research and reviewing of impact.</li> <li>• Lesson observation, learning walks, book analysis, pupil voice confirm high standards of teaching.</li> <li>• Teachers are aware of who pupil premium children are and are accountable for progress.</li> <li>• Teachers and support staff provide high quality resources and teaching to ensure learning is accelerated in all learners.</li> </ul>
2. To improve outcomes for disadvantaged EYFS pupils.	<ul style="list-style-type: none"> <li>• All EYFS staff to receive training on key areas and this shows impact in the classroom.</li> <li>• Speech and language interventions are well supported by Learning Mentor time and building on external strategies from SALT team.</li> <li>• Observations show improvement of pupil's PSE skills.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence includes engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Impact evident of improvements are evident across other subject areas e.g. physical development and literacy.</li> <li>• Referrals to external agencies are done swiftly to give the child an excellent starting point in school.</li> </ul>

<p>3. Pupils in receipt of pupil premium make accelerated progress in:</p> <ul style="list-style-type: none"> <li>- English, phonics and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• 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. Support staff delivering effective interventions.</li> <li>• Marking and feedback / diagnostic assessments are effective and accelerate learning in all lessons.</li> <li>• Support swiftly in place for pupils who fall behind.</li> <li>• Monitoring programme across school has improved outcomes.</li> <li>• Targeted pupils have met expected standards.</li> <li>• Expectations in year groups increased to ensure pupils do not reach year 6 with any gaps in learning.</li> <li>• Working Memory developments have been successful, targeting links to lessons have improved outcomes. (SIP focus)</li> <li>• Foundation subjects develop and broaden key core skills. Pupils apply skills and knowledge across the curriculum.</li> </ul>
<p>4. Disadvantaged pupils to be provided with strategies to manage their emotional regulation and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Forest schools has targeted pupils with particular emotional needs. Children can express themselves in different ways and learn to manage their emotions.</li> <li>• Wellbeing Team (pupils and staff) are used effectively when required. Assemblies are a key focus for this.</li> <li>• Professional development supports with strategies for wellbeing and attachment.</li> <li>• EMHP in place and targeted pupils are receiving the support in/ out of school.</li> <li>• Children are having access to resources and experts that is beyond the school community.</li> <li>• Wellbeing Champions work has supported worries and having an impact in classes and phases.</li> <li>• Social games / Zones of Regulations targeted support in place and helping pupils.</li> <li>• Emotionally Friendly Schools audits have been completed to develop our curriculum.</li> <li>• External services: The Hive to support vulnerable pupils.</li> <li>• Enrichment activities have been offered and this has supported pupil's wellbeing.</li> </ul>



<p>5. Support will be provided for parents and carers of disadvantaged pupils with an aim to improve pupil's attendance and outcomes.</p>	<ul style="list-style-type: none"><li>• Children in receipt of pupil premium funding have attendance in line with their peers.</li><li>• Early Help and Attendance Meetings in place to support families, who have children struggling to attend school.</li><li>• Increased parent attendance at book looks, workshops and important meetings. The aim to improve pupil outcomes.</li><li>• School attendance and PA improves.</li></ul>
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## 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: £22, 651

Learning Mentor Time £8,700, TA support £6,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- 5 a day principle to be embedded with whole staff, regular training and observations.</li> <li>- High quality teaching and learning standards across the school.</li> <li>-High expectations of learning.</li> <li>- Developing long term memory. Making links with previous years. (SIP and Ofsted focus)</li> <li>- Ensure marking and feedback has impact and moves pupils on quickly in learning.</li> <li>- Ensure assessment process is effective.</li> <li>-Peer and self-assessment is used to accelerate the learning process.</li> <li>-Diagnostic assessments are used effectively.</li> <li>-To show the impact of assessment during lesson time.</li> <li>- Embed moderation experience within school and our Dukinfield cluster.</li> <li>- specific and tailored continuous professional development for all staff in approaches to teaching reading, phonics, writing and maths</li> </ul> <p>£995 National College. Intervention support Interventions and additional adult support. Writing key focus.</p> <ul style="list-style-type: none"> <li>- Ensure vulnerable pupils are effectively planned for and provision in place.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://parentingscience.com/working-memory/">https://parentingscience.com/working-memory/</a></p> <p><a href="https://childmind.org/article/how-to-help-kids-with-working-memory-issues/">https://childmind.org/article/how-to-help-kids-with-working-memory-issues/</a></p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</a></p>	<p>1, 2, 3, 5</p>

<ul style="list-style-type: none"> <li>-Continue to strengthen our Building Belief ethos.</li> <li>-Subject leaders to monitor their subject and show the development of pupil's learning and outcomes.</li> <li>-Termly pupil review.</li> <li>- Staff Inset time dedicated to teacher knowledge and curriculum improvements.</li> <li>- Explore AI in the classroom. Mr P website £395</li> </ul>	<p><a href="https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right">https://hai.stanford.edu/news/ai-will-transform-teaching-and-learning-lets-get-it-right</a></p>	
<p>Ensure reading books are matched to ability more precisely with effective baselines and diagnostic assessments.</p> <ul style="list-style-type: none"> <li>- Increase the amount of quality texts in classrooms.</li> <li>- Benchmarking kits.</li> <li>- Develop the love of reading in the outdoors.</li> <li>- Continue to improve reading books across school.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,2,3,</p>
<p>Participation in Mastery Maths programme – Turing NW Maths hub.</p> <p>Maths Resources:  White Rose Booklets £1,940.  Subscription £183.35  Mathletics £ 1,080</p>	<p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</a></p> <p>Impact of Mastery:  <a href="https://www.arkcurriculumplus.org.uk/news-events/the-impact-of-mathematics-mastery-primary-the-stats-are-here#:~:text=An%20independent%2C%20randomised%20controlled%20trial,progress%20in%20Key%20Stage%201.">https://www.arkcurriculumplus.org.uk/news-events/the-impact-of-mathematics-mastery-primary-the-stats-are-here#:~:text=An%20independent%2C%20randomised%20controlled%20trial,progress%20in%20Key%20Stage%201.</a></p>	<p>1,2,3</p>
<p>To improve the provision of online curriculum learning.  Purple Mash £800  Seesaw £1393  SPAG.com £108.75  SATs Companion £406</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a></p>	<p>1,2,3,5</p>

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

Budgeted cost: £955

TA 1:1 support in KS2, provision mapping,

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of high quality small group learning interventions by teachers and TAs.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1,2,3,4
Improve the quality of social and emotional (SEL) learning.	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
Delivery of pre and post learning interventions to address misconceptions identified during teaching sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,2,3
-To ensure our SEND/ Disadvantaged learners are well tracked to enable to close the gaps against peers. £955 Provision Map Learning Mentor Time SaLT	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a>	1,2,3

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

Budgeted cost: £ 2,964

Attendance Officer, staff time delivering clubs/resources, HLTR time Forest Schools Leader

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of high quality interventions e.g. Social groups and Zones of Regulations. £ 370, Idecision PSHE online support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=meta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=meta</a></p>	<p>1,4</p>
<p>Wellbeing Champions to strengthen. To ensure pupil worries are tackled, regular assemblies and work with external agencies EMHP and Anxiety Coach.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchhh&amp;search_term</a></p>	<p>4</p>
<p>Forest Schools to support vulnerable pupils and families. -Develop planting/growing outdoors. -Invite the community to support developments. £ 840 Tarp for outdoor gathering</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1, 3, 5</p>
<p>Extra-curricular clubs to enrich wellbeing. Ensure PP children access at least one each academic year after-school.  Support families financially, who are unable to pay for trips. One trip each year and one set of after-school clubs. £ 2,000 with extra if required by families. £50 Choir Club outfits.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>4, 5</p>

<p>Attendance Awards and celebrations.</p> <ul style="list-style-type: none"><li>- Attendance Officer Time to support families.</li><li>- Attendance agreements.</li><li>- Support for families.</li></ul>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>2,3,4,5</p>
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## Review of outcomes

April 2024 – April 2025

Aim of Premium:	Outcome and Evidence:
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## Externally provided programmes

Programme	Provider
Friendship	The Hive