

Broadbent Fold Primary School and Nursery



Tutoring Grant Strategy Statement 2023-2024

This statement details our school's use of the National Tutoring Programme (NTP) Grant. We have decided to implement the **School-Led Tutoring** option.

School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of pupil premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar.

School overview

Detail	Data
School name	Broadbent Fold Primary School and Nursery
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Catherine Parker
Pupil premium lead	Catherine Parker
Governor / Trustee lead	John Moon

Funding overview

Detail	Amount
National Tutoring Grant	£61 x hourly rate
Total budget for this academic year	£826 September 2023 to March 2024

Strategy plan

Statement of intent

The National Tutoring Programme (NTP) is a scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus pandemic. Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests (EEF) that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition to pupils through the NTP, we want to extend this catch-up opportunity to pupils whose education has been impacted the most by the pandemic. The NTP is intended to help close the education gap. We know that disadvantaged and vulnerable pupils faced more barriers during school disruptions including problems in accessing digital devices and difficulties in studying autonomously at home.

National Statistics 2023 End of KS2:

The disadvantaged gap index is down from 3.23 in 2022 to 3.20 in 2023.

Attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment at the expected standard fell from 62% in 2022 to 60% in 2023 for disadvantaged pupils and from 80% to 78% for other pupils. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen in 2023. Attainment in writing and maths has increased for both groups since 2022. In writing, attainment rose from 55% to 58% for disadvantaged pupils and from 75% to 77% for other pupils. In maths, attainment rose from 56% to 59% for disadvantaged pupils and from 78% to 79% for other pupils. In reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022.

School Picture:

22 of our school's pupils are considered for Pupil Premium, are classified as disadvantaged, this is 10% of our cohort. This is 16.0% lower than the national average of 26.6%. 9.4% (9) of our female pupils are disadvantaged, 17.2% lower than the national

of 26.6%. 11.8% (12) of our male pupils are disadvantaged, 14.8% lower than the national of 26.6%. Disadvantaged pupils contribute £30,555 to the budget of our school in disadvantaged funding.

Phonics Year 1 – 3 children eligible for pupil premium, 100% met the expected standard with an average score of 36.7. In Year 2 – 1 pupil eligible and this pupil met the standard (100% pupil premium pupils achieved phonics). At the end of Key Stage One we had two pupils eligible for pupil premium 50% achieved reading, writing and maths expectations. In Year 6; 3 pupils were disadvantaged and 1/3 achieved the expected standard in reading, writing and mathematics.

Challenges

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

Challenge number	Detail of challenge See data below.
1	Assessments have shown that our disadvantaged EYFS pupils are making progress in line with their peers (2022). In 2023 there were 0 in EYFS. In Key Stage One pupils are underdeveloped in language skills and fine motor gaps amongst our disadvantaged pupils affecting all curriculum areas. Upper Key Stage Two pupils' grammatical skills and punctuation show the biggest gaps between peers and is a whole school focus. School is targeting pupils to accelerate progress and reduce gaps with their non-disadvantaged peers in reading, writing, maths and phonics.
2	Assessments have shown that our small group of disadvantaged KS2 pupils are overall making less than expected progress at the end of key stage 2. School is working to improve this outcome and reduce this gap with their non-disadvantaged peers in reading, writing and maths- with a significant focus on Spelling, Grammar and Punctuation.

Reading Outcomes 2023

Vulnerable Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boy	100%	78%	53.3%	94%	84%	80%	61.9%
Girl	82%	92%	78.6%	100%	100%	94%	77.8%
Pupil Premium	NA	3 pupils 33%	3 pupils 66%	4 pupils 100%	3 pupils 100%	6 pupils 50%	3 pupils 33.3%

Writing Outcomes 2023

Vulnerable Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boy	88.9%	57%	53.3%	50%	69%	30%	61.9%
Girl	63.6%	78%	78.6%	73%	76%	47%	77.9%
Pupil Premium	N/A	0%	66%	100%	100%	83.3%	33.3%

Maths Outcomes 2023

Vulnerable Group	Reception 3	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boy	88.9%	72%	60%	67%	84%	80%	71.4%
Girl	72.7%	71%	85.7%	72.5	69%	63%	77.8%
Pupil Premium	N/A	33%	66%	100%	100%	33.3%	33.3%

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
<p>Pupils in receipt of pupil premium make accelerated progress in English and Mathematics as a direct result of the school-led tutoring programme.</p> <p>1:1 and small group tuition is implemented effectively to help targeted pupils effectively and pinpoint key needs. The aim is to accelerate their progress.</p>	<p>End of year assessments show:</p> <ul style="list-style-type: none">• 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 and success.• Targeted pupils have met expected standards and learning has been accelerated.• This programme has supported targeted pupils in recovering lost learning time.• Improvement in confidence and attainment in daily lessons evident.• End of year outcomes show improvement.

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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
CP – Tutoring 3 hours per week for identified children across KS1 and KS2.	EEF Teaching and Learning toolkit evidence summaries. \ EEF Guidance Report - Improving Literacy in the EY and KS1. September 2020 \ EEF Guidance Report - Improving Mathematics in the EY and KS1. January 2020 \ EEF Guidance Report - Making best use of Teaching Assistants. October 2018	1,2