

Pupil premium strategy statement 2024- 25 Broadstone Hall Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	513
Proportion (%) of pupil premium eligible pupils	116 / 513 = 22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	11.11.24
Date on which it will be reviewed by	4.12.25
Statement authorised by	Martyn Taylor, Headteacher
Pupil premium lead	Jane Rogers, Deputy Headteacher
Governor / Trustee lead	Miriam Bridgehouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 x 101 = £146,955 £353 X 11 = £3,883
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150, 838

Part A: Pupil premium strategy plan

Statement of intent

At Broadstone Hall Primary School, the additional Pupil Premium monies allocated, will be used in line with best practice and the EEF Guidance to address the gap in attainment and progress between children eligible for PPG and their peers. We will: ensure that the additional funding makes a significant impact on the eligible children's education and wider curricular opportunities; monitor and track the progress of children in receipt of PPG and support them in an appropriate way that meets their individual needs; work in partnership with the parents of pupils to collectively ensure their child's success.

At Broadstone Hall we adhere to the DfE guidance that states:

"Evidence suggests that pupil premium spending is most effective when school use a tiered approach."

This means school can balance approaches to improving teaching, targeted academic support, and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment and progress in Core Subjects
2	Attainment on entry to school in Prime Areas (especially Communication and Language)
3	Attendance and punctuality
4	Access to wider learning –eg outside and enrichment experiences
5	Readiness to learn at the start of the school day – eg clothing, nutrition
6	Social, emotional and behavioural needs impacting on learning

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
The gap in attainment and progress between children eligible for PPG and their peers is reduced.	Data at the end of Key Stage Two will show improved progress and attainment for the PP cohort over time.
Additional funding makes a significant impact on the eligible children's education and wider curricular opportunities.	PP cohort attendance on after school clubs is subsidised. PP cohort attendance on trips is subsidised when necessary. No child in receipt of PP will be prevented from participating in opportunities to increase cultural capital due to their financial background.

Children in receipt of PPG will be tracked and monitored in attainment and progress of Core Subjects and Prime Areas (EYFS); support will be planned in an appropriate way that meets their individual needs.	PP cohort attainment and progress is recorded and tracked as a specific focus in Pupil Progress Meetings and Governors Meetings. Actions, such as interventions, are planned with first reference to the PP cohort.
School and parents of pupils in receipt of PPG will work to collectively ensure their child's success.	PP cohort attendance is actively encouraged at parents' meetings, information events and through specific meetings to support children, follow up and additional meetings are planned to target the PP cohort.
Children in receipt of PPG will have attendance and punctuality tracked and intervention and support will be effective in reducing absence and lateness.	PP cohort's attendance and punctuality improved and where it is of concern, strategies are in place and reviewed frequently.
Children in receipt of PPG will be supported to be 'school ready' through attendance at breakfast club, uniform packages etc	PP cohort's 'school readiness' will be coordinated through SLT and FLW to be reactive and flexible, responding to change in families' needs.

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: £40k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Hub Training and associated resources	EEF evidence for Mastery approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF Teaching and Learning Toolkit +5months progress (Supply cover and associated costs)	1, 2
Staff training for teaching and learning in writing	EEF evidence for Mastery approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF Teaching and Learning Toolkit +5months progress (Supply cover and associated costs)	1, 2
Pupil Progress Meetings and Data Sub-Committee of Governing Body to highlight attainment and progress of PP Cohort (including impact of attendance) and identify actions	“Adopting a culture of early intervention” as referenced in PPG EEF Guidance. (Supply cover and associated costs)	1, 2, 3, 6
Focus on quality first teaching through professional learning - CPD in core subjects and pedagogy	EEF “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.”	1, 2
Consistent approach to giving feedback is embedded across school	EEF Teaching and Learning Toolkit +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2
Consistent approach to Teaching and Learning is embedded across school, specifically with collaborative learning as daily practice.	EEF Teaching and Learning Toolkit +5 months progress – collaborative learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1, 2, 6

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

Budgeted cost: £70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA2 Wriggly Readers	EEF Teaching and Learning Toolkit +4months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
TA2 BRP (40 hours) based in KS1 and LKS2	EEF Teaching and Learning Toolkit +5months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Speech and Language Intervention with qualified Speech Therapist in school x 2 day per week	EEF Teaching and Learning Toolkit shows “Impact in early years (+7 months) and primary schools (+6 months)” additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Speech and Language Intervention with TA in school x 4 day per week	EEF Teaching and Learning Toolkit shows “Impact in early years (+7 months) and primary schools (+6 months)” additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
TA3 Monster Phonics Intervention - Y1 - small groups, Y2 revisit groups	EEF toolkit; “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Maths Intervention - Number stacks Y3, Y4 x 3 afternoons per week	Small group tuition has an average impact of +4 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
1:1 reading with identified children YR, Y1, Y2	EEF Teaching and Learning Toolkit +5months progress. Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2

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

Budgeted cost: £40k

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family Liaison Worker to focus on PP cohort attendance and punctuality. Increase parental contact.	EEF Teaching and Learning Toolkit +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 5
Family Liaison Worker to support families through TAF / TAC / CP / LAC processes	EEF Teaching and Learning Toolkit +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6
Family Liaison Worker to work with vulnerable children (SEMH) 1:1	“Ensure that the social, emotional and mental health of students is prioritised.” Resilience Course for identified children delivered by FLW. EEF Teaching and Learning Toolkit +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Children in receipt of PPG will be offered the same opportunities as their peers to additional educational experiences, sports clubs, musical tuition etc	EEF Teaching and Learning Toolkit +3months (Arts Participation) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4, 6
PP DHT, Governing Body and SLT responsibility	Addressing Educational Disadvantage; linking budgetary, attainment, progress, social and emotional information within one role in order to give appropriate school-wide focus. Tracked interventions and data responsibility.	1, 2, 3, 4, 5, 6

Total budgeted cost: £150k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2023-24

The overlap in the two pupil groups of SEND and those in receipt of PPG in our school is significant. We have a significantly higher percentage of pupils with both qualifying definitions; this makes it necessary to look at achievement with these groups more closely.

EYFS - GLD - When pupils identified as having SEND are removed from this calculation, the percentage of PP pupils achieving GLD is 33%.

Phonics Y1

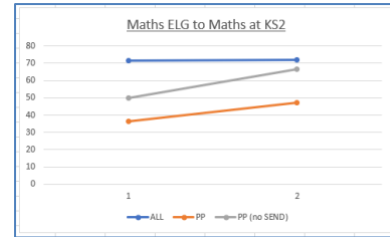
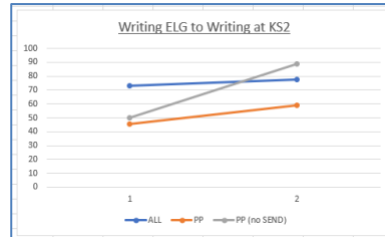
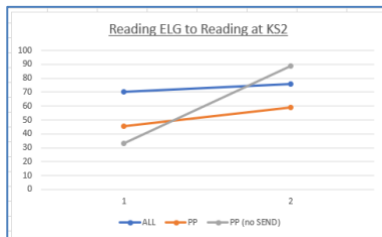
When pupils identified as having SEND are removed from this calculation, the percentage of PP pupils achieving in the Phonics Test is 71%. This is 10% lower than the equivalent national cohort.

Phonics Y2

71.4% of our school's Year 2 PP cohort achieved the expected standard in Phonics. This is 13.4% higher than the national PP cohort at 58.0%. Our school's gap to non-PP pupils nationally has improved by 58.8% from -45.4% in 2023, to +13.4% in 2024. Our Year 2 PP cohort's Phonics Expected Standard has increased by 54.7% from 16.7% in 2023, to 71.4% in 2024.

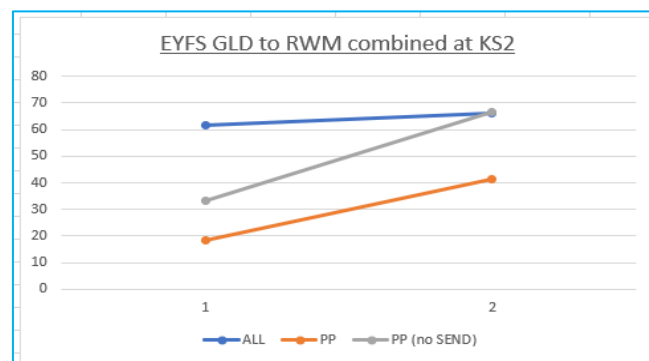
KS2 Reading, Writing and Maths

When pupils identified as having SEND are removed from this calculation, the percentage of PP pupils achieving the expected standard in reading is 88.9%. The percentage of PP pupils achieving writing is 88.9% and the percentage achieving maths is 66.7%.



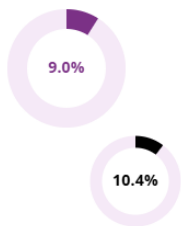
Reading, Writing, Maths combined

When pupils identified as having SEND are removed from this calculation, the percentage of PP pupils achieving the expected standard in RWM combined is 66.7%. slightly higher than national for all pupils



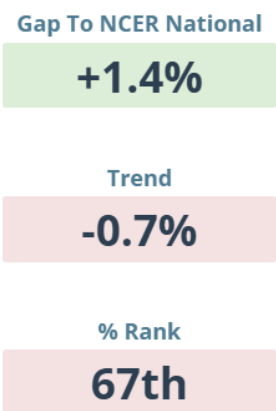
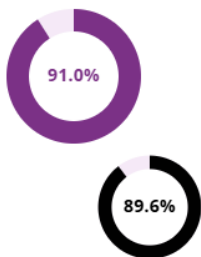
Attendance 2023-24 (Autumn and Spring Terms)

OVERALL ABSENCE



Absence for disadvantaged children in our school is 1.4% lower than the equivalent cohort nationally.

ATTENDANCE



Attendance in our school is 1.4% greater than the national percentage for the equivalent disadvantaged cohort.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bounce Back Phonics	Lancashire
White Rose Mathematics	Halifax Hub
Wriggly Readers	Wriggly Readers
Dandelion Readers	Phonics Books Ltd
Serial Mash	Purple Mash
Monster Phonics	Monster Phonics

Service pupil premium funding n/a

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils