



Pupil Premium Strategy Statement

Broadfield Academy

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	Broadfield Academy
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25 (2022/23 – year 2 of the 3 year plan)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Local Advisory Body
Pupil premium lead	Bijal Shah Principal Ellie Nolan Deputy Principal
Governor / Trustee lead	Matt Dicker Chair of LAB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,065
Recovery premium funding allocation this academic year	£ 28,305
School-led tutoring	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 174,370

Part A: Pupil premium strategy plan

Statement of intent

At Broadfield Academy, we aim to create a safe and challenging learning environment where all children can be the best they can be. Pupils from nursery to Y6 are engaged and motivated. At Broadfield Academy mistakes are seen as opportunities to learn and improve.

We have high expectations for all our pupils and believe that with high quality teaching, strong partnerships with parents and a personalised approach to meeting children's individual needs, every child can fulfil their potential, both academically and socially.

We are committed to ensuring that all of our disadvantaged pupils are supported to achieve their potential. We do this by providing high quality teaching and by taking a personalised approach to supporting disadvantaged pupils who have fallen behind their non-disadvantaged peers with similar starting points. Class teachers and senior leaders discuss the progress of disadvantaged pupils termly and their provision is adapted to suit their long term and emerging needs. Our personalised approach to supporting disadvantaged pupils takes many forms depending upon the needs of the individual pupils, e.g. 1:1 and small group support led by class teachers and teaching assistants and support from external agencies and Thrive practitioners. Where there is a need, we also provide support for families and this too can take different forms, e.g. access to our Family Support Worker, Links Family Support Services and financial support for extra-curricular activities and school uniform.

Challenges

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

Challenge number	Detail of challenge
1.	Low attendance Regular attendance is a challenge for a small number of our PP pupils and it leads to attendance for PP pupils being consistently below that of non-PP pupils. By the end of 2024/25 we aim for PP attendance to be in line with attendance for non-PP pupils. Improving attendance for individual PP pupils will improve their attainment and progress.
2.	Social and emotional difficulties as a result of family situations Analysis of families requiring the support of our Family Support Worker shows the families of PP pupils are disproportionately higher than the families of non-PP pupils.
3.	Behaviour for learning Class teachers highlight that social and emotional difficulties prevent some of our PP pupils from having positive learning behaviours. Poor learning behaviours get in the way of these pupils achieving their potential.
4.	Increased safeguarding needs Many of our PP children have increased safeguarding needs compared to non-PP children. This can result in increased social and emotional difficulties and act as a barrier to learning and developing their full potential.

5.	<p>Low attainment in specific areas for individual pupils</p> <p>Data analysis shows that for some PP pupils, low attainment in a specific area of the curriculum, e.g. phonics or maths, is a barrier to them achieving well across the curriculum. In addition, some of our PP children have the potential to achieve attainment scores that are working above the expected standard. However, due to their barriers to learning, this potential many not be fully achieved.</p>
6.	<p>Lack of parental aspirations for some pupils to achieve above the expected standard</p> <p>Discussions with the parents of PP pupils at parent teacher consultations show that some parents due to their family circumstance or personal situation, including mental health issues, do not have the capacity to support their child to reach their full personal or academic potential.</p>

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
100% of pupils to achieve at least age related expectations in reading by the end of KS2 except where there is a recognised SEND that would prevent a child from achieving that standard.	All disadvantaged pupils who do not have a cognitive SEND will achieve at least age related expectations in reading by the end of KS2. Pupils with high prior attainment at the end of KS1, will achieve the greater depth standard.
100% of pupils to achieve at least age related expectations in writing by the end of KS2 except where there is a recognised SEND that would prevent a child from achieving that standard.	All disadvantaged pupils who do not have a cognitive SEND will achieve at least age related expectations in writing by the end of KS2. Pupils with high prior attainment at the end of KS1, will achieve the greater depth standard.
100% of pupils to achieve at least age related expectations in maths by the end of KS2 except where there is a recognised SEND that would prevent a child from achieving that standard.	All disadvantaged pupils who do not have a cognitive SEND will achieve at least age related expectations in maths by the end of KS2. Pupils with high prior attainment at the end of KS1, will achieve the greater depth standard.
Pupils with SEND will make good progress from their starting points.	All disadvantaged pupils with a cognitive SEND will make progress at least in line with expectations given their individual starting points.

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

Budgeted cost: £133,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw Hub Provision for PP/SEND pupils (X2 staff) £45,985	Research indicates that pupil premium children with SEND are further impacted both academically and emotionally. Specific SEND provision and additional pastoral support provides pupils with the capacity to reduce barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3, 4, 5, 6
Poppy Hub Provision for PP/SEND pupils (X2 staff) £33,730	Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that our staff understand the research and guidance underpinning our approaches in school. Using pupil premium EEF (educationendowmentfoundation.org.uk)	
Dedicated pastoral / safeguarding / wellbeing / mental health support / Thrive (x1 staff) £31,634		
Inclusion Lead to support staff training, intervention, lead PP provision and oversee Hubs (x1 staff) £14,037		
ICT Intervention (£3,00)		

Sports Provision (X1 staff) (5,000)		
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Targeted academic support

Budgeted cost: £28,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an Intervention Lead (Booster Teacher) to support progress in core subjects across the school from EYFS – Year 6 (x1 staff) £28,305	<p>Year 1 – Year 6</p> <p>The support will focus on reading comprehension, reading fluency, writing and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> - Individualised instruction - Metacognition and self-regulation - Phonics - Reading comprehension strategies - Small group tuition <p>EYFS</p> <p>The support will focus on language and communication, phonics, reading, writing and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> - Individualised instructions - Oral language interventions - Phonics - Teaching assistant interventions <p>The support will focus raising attainment in reading, writing and maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2, 3, 5, 6

Wider strategies

Budgeted cost: £12,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Links Family Support (5,400)	This support is tailored to suit the needs of individual families, e.g. establishing routines at home, behaviour management, support with claiming benefits and sign posting to other services. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	1, 2, 3, 4
Financial support: Year 6 residential (£2,665) Trips (2,089) Uniform (1,000) Clubs (1,000) Pupil Milk (£525)	Poverty Proofing the School Day: Evaluation and development report. (ncl.ac.uk) Evidence shows that poverty proofing the school day can have an impact on attendance and learning for disadvantaged pupils.	1, 2, 3, 4, 5, 6

Total budgeted cost: £174,370

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 2021 to 2022 academic year.

KS2 Statutory Results (PP)

Subject	Score (ARE)	Score (GDS)
Reading	13/17 (76%)	7/17 (41%)
Writing	10/17 (76%)	0/17 (0%)
Maths	8/17 (47%)	3/17 (18%)

Teaching

The Hub provision for our SEND and pupil premium pupils has improved the following:

- Engagement in school
- Attendance
- Making progress in-line with their peers
- Wellbeing

Targeted academic support

Targeted academic support played a significant part in the school supporting PP pupils to achieve the results outlined in the table above. Booster session and targeted support has enabled a major improvement in Reading, which is vital for accessing the curriculum and improving overall outcomes in school and beyond. The appointment of a dedicated intervention lead supports the school's capacity to drive attainment standards for our PP pupils and support them to reach their potential.

Wider strategies

Our focus on wider strategies continued to be successful, e.g.

- financial support from the school enabled all Y5 and Y6 PP pupils to participate in the residential visits.
- the positive impact of the Family Support Worker included supporting a family to improve a child's attendance.
- the support from our Thrive Practitioners has helped improve the way pupils manage their emotions and this has resulted in more positive relationships with peers
- Access to after school clubs has improved health and wellbeing and provided exposure related to sporting activities to encourage participation in physical activities.