

Pupil premium strategy statement

Co-op Academy Broadhurst

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	Co-op Academy Broadhurst
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23
Date this statement was published	
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Jan Gough
Governor / Trustee lead	Laura McCormick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£11,890
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	£123,525

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged pupils are:

- To achieve as well as their peers who are not disadvantaged
- To attend school regularly
- To be able to access learning at home
- To have support with mental health
- To have a well developed vocabulary and cultural capital

The analysis of data across the Academy identifies gaps in attainment between pupils who receive pupil premium and those who do not. We have identified that language and vocabulary has a significant impact on attainment.

Pupils who receive pupil premium do not have the same support with home learning and the practice of basic skills and reading at home so we offer support to parents to help with home learning and early reading skills. We also support families where mental health is an issue and we fund our PFSA with pupil premium funding. The PSFA also supports families where attendance is below 95%.

During the lockdown the gap has widened between children receiving pupil premium and those who do not. It was very difficult to engage some families in home learning. Our PFSA supported families by delivering devices.

Additional staff are allocated to each class specifically to support those pupils identified as not making similar progress to their peers with a focus on those receiving pupil premium.

Our strategy enables all pupils, including those receiving PPG to have access to the same provision. This includes extra-curricular activities and breakfast provision.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and speech on entry to Nursery and Reception – this impacts on all areas but in particular progress with phonics, reading and writing.
2	Speech, language and communication needs across the school.

3	The language deficit and range of vocabulary impacts across the curriculum
4	Poor support at home, for the majority of pupils receiving ppg, with homework and home reading and spelling
5	The gap created by the lockdown and home learning has widened particularly in maths and writing and reading for year 2 pupils.
6	Attendance and punctuality of pupil premium pupils
7	Mental Health difficulties in families and increased incidents of domestic abuse and issues with drugs and alcohol. This has been impacted by the lockdown and financial difficulties.
8	Access to extra-curricular activities within school and externally.
9	Raise aspirations and career related learning for all pupils but with a particular focus on children receiving PPG.

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
Children receiving PPG make similar progress and achieve as well as other children	<ul style="list-style-type: none"> • Children receiving PPG achieve their end of year targets • Children receiving PPG achieve ARE unless they have SEN • Children receiving PPG are supported to complete home learning and can apply the skills they have learned independently
Children who receive PPG attend school regularly and on time.	<ul style="list-style-type: none"> • Attendance for PPG is equal to national benchmarks • Analysis of attendance data is regular, identifies patterns and shows that the attendance gap is decreasing • PA is reduced significantly and is in line with national benchmarks
Children and families with identified mental health issues are achieving and happy in school.	<ul style="list-style-type: none"> • Children and families are identified as having a need • Parents feel supported and have access to the Mental Health Lead and PFSA in school • Raising awareness through MIND activities, Parent's forum, Assemblies etc • Regular mindfulness for all pupils • Children are confident to discuss mental health issues and strategies are in place so they can ask for support

	<ul style="list-style-type: none"> ● We are a trauma informed school and all staff understand ACEs. ● CAMHS referrals are being made in a timely way.
<p>Children who receive PPG achieve similar outcomes to others with Communication and Language.</p>	<ul style="list-style-type: none"> ● Access to SaLT- The Speech Bubble ● Early identification in Nursery and support from the specialist SEN TA ● Language rich classrooms ● Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts ● There is an increase in the number of children receiving PPG achieving ARE in reading comprehension.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 1 staff are doing Maths Mastery training with NTECM. to support high quality maths teaching	Recognised programme with the Manchester Maths Hub.	5 Free
Skills Builder programme to raise aspirations.	Our parent survey and Academy Review highlighted Careers Related Learning as a priority.	9 Free for this year but some additional units will have a cost.
White Rose Maths for long and medium term maths planning, resources and lessons to support home learning	Teaching and attainment is more consistent across the academy using this approach. Progress in maths is good and improving further.	4 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nursery and Reception pupils make progress with language understanding in line with others nationally using the NELI programme. Additional TA to focus on EYFS interventions	NELI Nursery Baseline Reception Baseline BLAST	1 and 2
Employment of a speech therapist from The	Pupil progress meetings Intervention analysis and termly	1 and 2

Speech Bubble to assess and provide programmes for the targeted children	assessments Assessments by the speech therapist to inform programmes delivered by TAs	
Academic mentor raising attainment and closing gaps in attainment with children receiving PPG and others working with groups across the school	Data analysis, Pupil Progress Meetings Intervention Analysis SHINE analysis	5
The gaps in attainment are addressed and pupils are making accelerated progress in Maths and English by employing TAs to specifically teach interventions to groups including those receiving PPG	Data analysis, Pupil Progress Meetings Intervention Analysis SHINE analysis Book checks Lesson observations	5
TAs in each class to teach English and Maths to groups in the lessons.	Data analysis, Pupil Progress Meetings Intervention Analysis SHINE analysis Book checks Lesson observations	5
Specialist SEN TA delivering speech therapy programmes and group interventions	Pupil progress meetings Intervention analysis and termly assessments Assessments by the speech therapist to inform programmes delivered by TAs	2
Specialist SEN TA is delivering targeted maths and English teaching to Lower ability groups across Year 5 and 6	Pupil progress meetings Intervention analysis and termly assessments	5
Specialist SEN TA is delivering targeted phonics and spelling using 'Bounce Back Phonics'	Data analysis, Pupil Progress Meetings Intervention Analysis Book checks	5
Class parent's meetings to support parents with home learning and inform them of year group expectations	Parents asking for support Parent questionnaires	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Employ a counsellor for 2 half a days a week to support children who experience barriers to learning as a result of home circumstances and mental health.	Boxall Profiles and Strengths and Difficulty Questionnaires.	7
We ensure that children receiving pupil premium can experience extra curricular activities and curriculum enhancements by funding these experiences for some children or offering them at a reduced price.	Past and ongoing discussions with parents about affordability of activities.	8
Pupils who struggle to get to school on time and have a breakfast are ready to learn	This is proven to help our families who are struggling or who have children in more than one school. It is assessed on an individual basis due to need.	7
An annual subscription to CPOMs this enables us to record all important information and ensure it is shared securely amongst relevant staff. It also enables us to share records securely with secondary schools.	The need to have a comprehensive record of safeguarding concerns and behaviour incidents. These are analysed at an academy and a Trust level.	7
Daily monitoring and phone calls to chase up absence. PFSA (Parent and Family Support Advisor) to monitor weekly figures. Half termly RAG rated letters sent home to families.	Attendance for pupils receiving PPG is lower than other children. PA is almost all children who receive PPG.	6

Employment of a PFSA support to families, liaise with external agencies and fulfil the role of DDSL		7
Trauma Informed School Training to revisit previous training on ACES and look at other approaches	Evidence that this approach supports children and families with mental health needs, behaviour difficulties and home concerns. This needs to be a whole school approach and ethos.	7
Employ a TA to deliver therapeutic sessions for afternoons.	Boxall profiles, strengths and difficulties questionnaires.	

Total budgeted cost: £134,116.41

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The plan for 2020-2021 has been reviewed against each outcome. Because of the additional lockdown we were not able to narrow the gap between children receiving PPG and others as much as we had predicted but all children made progress, particularly in maths and reading. Some of the strategies we used last year are ongoing so are also part of the 2021-2022 plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SHINE	Rising Stars
Times Tables Rock Stars	Maths Circle Ltd
Education City	Edmentum
Spelling Shed	Ed Shed
White Rose Maths/White Rose Maths Home Learning	Trinity MAT