

Pupil premium strategy statement

Co-op Academy Broadhurst

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	223
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23, 22-23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	Jan Gough/Liz Wight
Governor / Trustee lead	Laura McCormick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£12,035
National Tutoring Partner funding	£11,988
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	£137,593

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 and for us early intervention is key. Interventions are carefully planned and targeted to improve language and vocabulary.

We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills and opportunities to create a level playing field and improve the life chances for all our pupils.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and families. There is a collective understanding of the impact of disadvantage on pupil's learning and staff at every level speak with one voice about our ambition for all our pupils and they fully understand the part they play in addressing educational disadvantage.

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

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.

As a Rights Respecting School we ensure all pupils, including those receiving PPG to have access to the same provision. This includes extra-curricular activities and breakfast provision. All pupils have the right to an education and to develop their skills and talents and the pupil premium funding enables us to ensure this happens.

Challenges

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

Challenge number	Detail of challenge
1	Nursery and Reception baseline assessments show that almost all our pupils are below ARE for language and speech on entry – this impacts on all areas but in particular progress with phonics, reading and writing.
2	Speech, language and communication needs across the school.
3	Exposure to a limited range of vocabulary impacts across the curriculum, particularly in reading and writing but also across the wider curriculum.
4	Feedback from class teachers as well as tracking of engagement during Lockdown periods demonstrate that for some pupils receiving ppg, support with homework is a challenge.
5	The PP gap created by the lockdown and home learning has widened. Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This steadily improves through KS2 and more PP pupils are on track for ARE by the time they leave us. In writing the gap is generally wider than in reading and maths.
6	Data shows that the percentage of pupils receiving PPG who attend school regularly is below those of others and persistent absence is higher amongst this group.
7	Our assessments and observations have identified an increase in incidents of domestic abuse; issues with drugs and alcohol and Mental Health concerns. This has been further impacted by the lockdown and increasing financial difficulties.
8	Access to extra-curricular activities within school and externally is limited.
9	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

<p>Children who receive PPG attend school regularly and on time.</p>	<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
<p>Children and families with identified mental health issues are achieving and happy in school.</p>	<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 ● 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: £1300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Research Groups - CPD for staff-sharing good practice.	Maths Hub approach.	5 No cost
Skills Builder Accelerator Plus programme to raise aspirations.	Our parent survey and Academy Review highlighted Careers Related Learning as a priority.	9 £200
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. Point 17 from EEF Toolkit advocates 'Mastery Learning'. Mastery learning EEF (educationendowmentfoundation.org.uk)	4 and 5 Training £300 Subscription £150 Trial £950

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

Budgeted cost: £118,599

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 Wellcomm Programme Additional TA to focus on EYFS interventions	Wellcomm assessments Nursery Baseline Reception Baseline BLAST Oral language interventions EEF (educationendowmentfoundation.org.uk)	1 and 2 Cost of the programme - £525 TA- £8,518 - recovery premium

Employment of a speech therapist from The Speech Bubble to assess and provide programmes for the targeted children	Pupil progress meetings Intervention analysis and termly assessments Assessments by the speech therapist to inform programmes delivered by TAs	1 and 2 £3,116
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 £7,600 + £1991
TA to deliver School Led Tutoring	Data analysis, Pupil Progress Meetings Intervention Analysis SHINE analysis	5 £7,992 - 40% (SLT)academy contribution + £230 + 11 hours overtime for TA3 £164
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 Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	5 £20,000 £4,059
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 Morning Salary £41,700 £4,059
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 £11,641
Specialist SEN TA is delivering targeted maths and English teaching to Lower ability groups in Year 4	Pupil progress meetings Intervention analysis and termly assessments	5 £15,522
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: £22,717

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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7 Recovery Funding £3,420
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 £1,000
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 Kelloggs £319
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 £774
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 £16,628
Employment of a PFSA		7

support to families, liaise with external agencies and fulfil the role of DDSL		£16,628
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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7 £0 for training £895 for accreditation - recovery funding

Total budgeted cost: £142,616

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.

The plan for 2021-2022 has been reviewed against each outcome.

Intended outcome	Success criteria	Impact
<p>Children receiving PPG make similar progress and achieve as well as other children</p>	<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 	<p>In 2021-22 our children receiving PPG in EYFS achieved better than or as well as all pupils in all areas except writing. However the gap in writing was only 4.7%.</p> <p>In Key stage 1 children receiving PPG did not achieve as well as all pupils but the gap has narrowed since Year 1. 5 of the children receiving PPG are also SEN.</p> <p>In Key stage 2 only 14% achieved ARE in reading and 29% in writing and maths compared to all pupils who achieved 42% in writing, 54% in maths and 46% in maths. However 54% of the cohort have SEN (14 pupils) and 9 of the SEN pupils also received PPG.</p> <p>In 2021-22 Key Stage 1 100% of children receiving PPG achieved their end of year target in writing and maths and 94% achieved in reading.</p> <p>In Key Stage 2 only 29% of pupils receiving PPG achieved ARE in Maths and Writing and 14% in reading. However results for all pupils</p>

		were low and 9 of the 14 PP pupils were also SEN.
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 	Attendance for all pupils was heavily impacted by Covid absence. Children who receive PPG were lower than all pupils due to a minority of families that did not attend regularly despite intervention and support from other agencies. The difference was 4% We also had families taking holidays during term time.
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 PSFA 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 We are a trauma informed school and all staff understand ACEs. CAMHS referrals are being made in a timely way. 	<p>Strategies are in place to support Mental Health and Wellbeing.</p> <p>The mental health lead and PSFA support children and families.</p> <p>Pupils take part in MIND activities and assemblies to promote well being.</p> <p>A counsellor is employed 2 afternoons a week to support pupils.</p> <p>In pupil voice activities pupils say they know what to do and who to talk to if they need support.</p> <p>Pupils say they feel safe in school.</p> <p>Trauma Informed training is booked for the 25th November to update and ensure new staff are trained.</p> <p>CAMHS referrals are made by the SENCo.</p>
Children who receive PPG achieve similar outcomes to others with Communication and Language.	<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 	<p>In EYFS children who receive PPG achieved better than all children.</p> <p>Children are referred to the Speech Bubble and programmes are delivered by TAs.</p> <p>Vocabulary is highlighted in lessons and new words are learnt weekly to develop their vocabulary. There is still a gap between PP and non PP in reading comprehension.</p>

	apply in a range of contexts <ul style="list-style-type: none"> • There is an increase in the number of children receiving PPG achieving ARE in reading comprehension. 	
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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

