

# Pupil premium strategy statement

Co-op Academy Broadhurst

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	230
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-23, 23-24, 24-25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Regional Director
Pupil premium lead	Jan Gough/Liz Wight
Academy Community Council lead	Laura McCormick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,880

# 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 states that for some pupils receiving ppg, support with homework is a challenge.
5	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"> <li>• Children receiving PPG achieve their end of year targets</li> <li>• Children receiving PPG achieve ARE unless they have SEND</li> <li>• Children receiving PPG are supported to complete home learning and can apply the skills they have learned independently</li> </ul>

<p>Children who receive PPG attend school regularly and on time.</p>	<ul style="list-style-type: none"> <li>● Attendance for PPG is equal to national benchmarks</li> <li>● Analysis of attendance data is regular, identifies patterns and shows that the attendance gap is decreasing</li> <li>● PA is reduced significantly and is in line with national benchmarks</li> </ul>
<p>Children and families with identified mental health issues are achieving and happy in school.</p>	<ul style="list-style-type: none"> <li>● Children and families are identified as having a need</li> <li>● Parents feel supported and have access to the Mental Health Lead and PFSA in school</li> <li>● Raising awareness through MIND activities, Parent's forum, Assemblies etc</li> <li>● Regular mindfulness for all pupils</li> <li>● Children are confident to discuss mental health issues and strategies are in place so they can ask for support</li> <li>● We are a trauma informed school and all staff understand ACEs.</li> <li>● CAMHS referrals are being made in a timely way.</li> </ul>
<p>Children who receive PPG achieve similar outcomes to others with Communication and Language.</p>	<ul style="list-style-type: none"> <li>● Access to SaLT- The Speech Bubble</li> <li>● Early identification in Nursery</li> <li>● Language rich classrooms</li> <li>● Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts</li> <li>● There is an increase in the number of children receiving PPG achieving ARE in reading comprehension.</li> </ul>

## 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: £3655

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 Skills Builder membership - £1430 Careers Related learning - £425
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'.  <a href="https://www.eef.org.uk/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	4 and 5  Subscription Workbooks - £1800
CPD for all Class Support staff on understanding pupil premium and how to support children who receive PPG.	EEF- Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs <i>are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</i>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092</a>	5 No cost

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

Budgeted cost: £92, 121

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 <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2 TA 0.4 (per week) - £13,764
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 Budgeted Cost - £2,365 £215 per half day session x4
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 Book checks Lesson observations <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	5  16 hours (per week) TA3 - £15,730 5 hours (per week) TA2 - £3,592
TAs in each class to teach English and Maths to groups in the lessons.	Data analysis, Pupil Progress Meetings Intervention Analysis Book checks Lesson observations	5 48 hours (per week) TA3- £47,189 12 hours (per week) TA2 - £8,621
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: £33,9385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a counsellor for 1 half a day 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.  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	7 £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
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  5 hours per week - £6,906
Employment of a PFSA support to families, liaise with external agencies and fulfil the role of DSL		7  Salary ( including on costs) minus the above £20, 717.5
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.  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	7 £0 for training £895 for accreditation - recovery funding
Membership of the Family Zone	Being a member brings a lot of support for families and pupils including	£1000

	housing, extra curricular local projects support for the PFSA. A new cost will formalise the already tried and tested support.	
--	---	--

**Total budgeted cost: £129,714.50**



## 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 2023 to 2024 academic year.

The plan for 2023-2024 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"> <li>• Children receiving PPG achieve their end of year targets</li> <li>• Children receiving PPG achieve ARE unless they have SEN</li> <li>• Children receiving PPG are supported to complete home learning and can apply the skills they have learned independently</li> </ul>	<p>In 2023-24 100% our children receiving PPG in EYFS achieved GLD</p> <p>This is an improvement on last year.</p> <p>In Key stage 1 children receiving PPG in reading 80% achieved ARE compared to 86% of children who do not receive PPG. In writing 70% achieved ARE compared to 71% of pupils who do not receive pupil premium. In maths 80% achieved ARE compared to 79% of children who do not receive pupil premium grant. In reading and writing the two children who receive PPG who did not achieve ARE were SEN and EAI. In maths 2 of the children were SEN and EAL</p> <p>This is an improvement on last year.</p> <p>In Key stage 2, 67% of children receiving pupil premium achieved ARE in reading, and 77% of children who do not receive PPG achieved ARE. 42% of children receiving pupil premium achieved ARE in</p>

		writing, 77% of those who do not receive pupil premium. In maths 50% of pupil premium children achieved ARE and 77% of children not receiving pupil premium achieved ARE.
Children who receive PPG attend school regularly and on time.	<ul style="list-style-type: none"> <li>• Attendance for PPG is equal to national benchmarks</li> <li>• Analysis of attendance data is regular, identifies patterns and shows that the attendance gap is decreasing</li> <li>• PA is reduced significantly and is in line with national benchmarks</li> </ul>	Attendance for children who receive PPG was lower than pupils who do not due to a minority of families that did not attend regularly despite intervention and support from other agencies. The difference was 2.4% which is less than the previous academic year. We also saw a reduction in the persistent absence of pupils who receive PPG. It reduced by 1.5%. However the gap between pupils who do and who do not receive PPG for overall attendance has increased to 3.7% because the attendance for non PPG has risen more quickly. For persistent absence the gap is 21.6%
Children and families with identified mental health issues are achieving and happy in school.	<ul style="list-style-type: none"> <li>• Children and families are identified as having a need</li> <li>• Parents feel supported and have access to the Mental Health Lead and PFSA in school</li> <li>• Raising awareness through MIND activities, Parent's forum, Assemblies etc</li> <li>• Regular mindfulness for all pupils</li> <li>• Children are confident to discuss mental health issues and strategies are in place so they can ask for support</li> <li>• We are a trauma informed school and all staff understand ACEs.</li> </ul>	<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 1 afternoon 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>All staff are now Trauma Informed trained. Behaviour is good in school and there are very few instances of unacceptable behaviour as a result of this approach.</p>

	<ul style="list-style-type: none"> <li>• CAMHS referrals are being made in a timely way.</li> </ul>	
Children who receive PPG achieve similar outcomes to others with Communication and Language.	<ul style="list-style-type: none"> <li>• Access to SaLT- The Speech Bubble</li> <li>• Early identification in Nursery and support from the specialist SEN TA</li> <li>• Language rich classrooms</li> <li>• Children who receive PPG have a similar vocabulary knowledge to others and can use and apply in a range of contexts</li> <li>• There is an increase in the number of children receiving PPG achieving ARE in reading comprehension.</li> </ul>	<p>In EYFS 100% of the children who receive PPG achieved a Good Level of Development. 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 in Key Stage 2</p>

## 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
Times Tables Rock Stars	Maths Circle Ltd
Education City	Edmentum
Spelling Shed	Ed Shed
White Rose Maths/White Rose Maths Home Learning	Trinity MAT
Skills Builder	Enabling Enterprise
Little Wandle Phonics	Little Wandle Letters and Sounds

