

Pupil Premium Strategy Statement



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 the academic years covered by the plan and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broad Oak CPS
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will next be reviewed/new plan in place by	December 2025
Statement authorised by	Melanie Hignett (Headteacher)
Pupil Premium Lead	Gary Affleck (Deputy Headteacher)
Governor / Trustee Lead	Emily Harwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£522, 440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils will have access to high quality first teaching and a range of support to ensure they make good progress, achieving in line with or exceeding the standards of their peers in other settings by the end of primary school. They will leave Broad Oak as independent learners ready for the next step in their education. The focus of our pupil premium strategy is to support all pupils to achieve that goal whatever their starting points.

We will consider the challenges faced by our children and the community such as poverty, adult mental health issues, adverse childhood experiences, involvement with social care, caring responsibilities and SEND. The activity we have outlined in this statement is also intended to support children who experience these barriers, regardless of whether they are disadvantaged or not.

High-quality teaching and collaboration with families and external partners is at the heart of our approach supported by timely and appropriate intervention and support. It is our intention that all children will benefit from improved progress and attainment as the actions outlined in the plan are implemented.

We will use our assessment systems to identify both common gaps and misconceptions as well as individual needs. The approaches we implement will focus on our key objectives.

To ensure they are effective we will:

- act early to intervene at the point need is identified
- support all staff to deliver the highest quality teaching
- ensure all children are challenged
- create a culture where everyone takes responsibility for enabling ourselves and our children to be the best we can be

Challenges

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

Challenge number	Detail of challenge
1	The school's attendance rate is historically lower than other schools nationally whilst the percentage of persistent absentees is higher.
2	Levels of speech, language and communication in most cohorts is considerably below peers nationally. This is present across school but most prevalent as children join the school in EYFS
3	Analysis of support referrals shows an increasing number of families accessing mental health support both for parents and children. This is impacting on children's readiness to learn at school.
4	Evidence of parental of engagement in learning is limited. This impacts considerably on children's reading fluency and the consolidation of key skills and range of experiences at home.
5	Historically, attainment in phonics in KS1 is below national
6	Assessments and observations show that across school, pupils recall of number facts is limited. This impacts on their number fluency and ability to problem solve in mathematics.
7	Analysis of writing and classroom observations demonstrates lower levels of oracy, a vocabulary gap and low outcomes in handwriting & writing between children in school and their peers nationally.

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
Most children will attend school regularly and parental engagement will promote learning	The attendance rate improves, the percentage of persistent absentees decreases and there is evidence of the impact of parental engagement
Children will have access to timely, appropriate speech and language initiatives to enable them to communicate effectively across school	Attainment in Communication and Language improves at the end of EYFS. Speech and Language referrals reduce.
Effective family and therapeutic support are provided alongside a comprehensive CPD programme for staff, academic targeted tutoring and intervention sessions to remove barriers to learning and ensure quality first teaching	Attainment in reading, writing and maths at the end of all key stages improves
A synthetic phonic programme (Read, Write, Inc) in implemented and adhered to with fidelity across EYFS, KS1 and Y3 where appropriate for catch up	Attainment in phonics in the Y1 screening will be at least in line with National.
High quality Mathematics and English teaching is provided for all children using a mastery approach and a focus on the development of mathematical fluency	Attainment and progress in Mathematics and English is at least in line with National outcomes for disadvantaged children
The curriculum will be enhanced for all children with a range of opportunities to widen vocabulary, increase opportunities for oracy and practise/develop reading, writing and maths skills through all subjects	Attainment in writing improves at the end of all key stages due to the narrowing of the vocabulary gap

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79, 328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for EYFS Practitioners– the deployment of 2 L3 LSA in Reception enable cover for instructional coaching and regular meetings with other EYFS practitioners to provide a strong learning community so children get off to the best start.</p> <p>EYFS practitioners will engage in a varied programme of CPD which will positively impact on quality first teaching, raising attainment for all children.</p> <p>2 x L3 LSA 2 x £20, 000 Total £40, 000</p>	<p>The importance of CPD in articulating the process of early childhood education, to drive quality and impact - Education Development Trust</p>	<p>2, 5, 6, 7</p>
<p>High Quality Continuing Professional Development for all staff – engagement with external training providers alongside a robust internal CPD calendar to ensure quality first teaching for all children. This will include subject specific knowledge through TES Educare, subscription to the NWLP and access to National Professional Qualifications</p> <p>There will be a strong learning community in school which supports professional development</p> <p><i>NPQ release time 2 teacher x 3 face to face days and 2 day (equivalent) coaching) £2000</i></p> <p><i>External professional reviews TBA £2000</i></p> <p><i>TES training £2136</i></p> <p><i>Perspective – appraisal software £1150</i></p> <p>Total: £7286</p>	<p>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</p>	<p>5, 6</p>

<p>Read Write Inc. A systematic, synthetic phonics programme to support children’s literacy development. All staff to be trained in RWI and access face to face training as well as online training via the Ruth Miskin School portal. All children will engage in and have access to quality first phonics teaching. Children will develop their early reading skills within well planned and resourced RWI sessions, raising attainment for all children. All staff will engage in and have access to CPD to support the teaching of RWI. A Reading Leader will be non teaching 0.2 to observe, coach and support other staff Parent/carer partnership to support home learning will be developed <i>RWI resources including new reading books £1000</i> <i>Development days x 3 £1800</i> <i>Training Portal £1350</i> <i>0.2 Teacher £7600</i> £11, 750</p>	<p>Read Write Inc. Phonics and Fresh Start - trial EEF <i>It is recognised that the EEF trial completed in October 2022 showed disappointing results however EEF have outlined the factors that may have contributed to negative outcomes and the trial did show increased progress for FSM sub-groups. We are working with the English Hub and they have research evidence of improved outcomes from this scheme.</i></p> <p>Since the implementation of the scheme, attainment in phonics has risen year on year.</p>	<p>4, 5, 7</p>
<p>Curriculum development including the development of subject leaders to ensure quality first teaching focused on knowledge and the promotion of parental engagement to facilitate learning at home. <i>The Host Curriculum Leader framework £895</i> <i>Seesaw for Parental Engagement £3003</i> <i>Subject Leadership Courses £1500</i> <i>Tapestry £475</i> <i>Kapow £1111</i> Total £6984</p>	<p>EEF Guidance Report Dec 2018: <i>Working with Parents to Support Learning</i></p> <p>Ofsted overview of curriculum research for the EIF: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for EIF_framework_updated_references_22_Feb_2021.pdf</p>	<p>4, 7</p>
<p>Ready, Steady, Write There will be a consistent approach to the teaching of writing from Reception to Y6. <i>£3741 Annual subscription</i> <i>£450 books</i> <i>£1867 training</i> Total £6058</p>	<p>Research Influences - Ready Steady Write — Literacy Counts — Literacy Counts</p>	<p>2, 7</p>

<p>Mastery Project</p> <p>Teachers across school will use the mastery approach to deliver mathematics lessons to ensure children 'keep up rather than catch up'. The school will engage with the Maths Hub and use the Ark Curriculum Plus materials</p> <p><i>Ark Curriculum+ £6000</i> <i>Supply cover training x 5 days £1250</i> Total £7250</p>	<p>EEF Maths Mastery Impact Study: https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study</p>	<p>6</p>
--	---	----------

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

Budgeted cost: £218, 368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition (in school using a teacher) will be one experienced teacher working with Y6 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, in a separate working area. Intensive tuition in small groups will be provided to support learners who have fallen behind, and then as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Children will have a greater understanding of arithmetic skills and be able to use these within their work. Small group tuition will lead to greater levels of interaction and feedback compared to whole class teaching.</p> <p><i>Staff cost (UPS teacher) £42,000</i></p>	<p>EEF Toolkit: Small group tuition demonstrates moderate impact for low cost</p> <p>Tutor Trust EEF evaluation shows 3 months plus progress. Small group tuition EEF</p>	<p>6, 7</p>
<p>Dyslexia Screening</p> <p>A screening programme to identify children with specific learning needs early so swift intervention and support can be put in place</p> <p>Dyslexia Gold £799 Assessments £3000 Total £3799</p>	<p>Early identification of Dyslexia: what difference does it make?</p>	<p>7</p>

<p>Lexia Online reading program used in KS2. 75 licences purchased. Targeted children use the programme to enhance their reading diet. Total £1925 (3 year subscription £5775 expires March 26)</p>	<p>EEF study showed improved outcomes, especially for those children eligible for FSM https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	<p>4, 5</p>
<p>School's Library Service and Reading Support: Supports curriculum needs and love of wider reading by loaning age-appropriate fiction and non-fiction books to support the curriculum in every year group across school. Classes area also able to borrow artefact boxes with dressing-up clothes/objects to handle as well as story sacks and photo packs which all help in bringing subjects to life. There are also online resources to support homework. Quality text and artefact resources used in every class to inspire a love of learning and support the delivery of the curriculum. £6060 annual fee</p>	<p>Quotes on the effectiveness and impact of School Libraries</p>	<p>3, 4, 5, 7</p>
<p>Oxford Reading Scheme and Reading Support: A range of carefully levelled books to help children learn to read, and love to read. Children are assessed and given an appropriately levelled book so they can learn to read, from their transition from the RWI phonics programme, all the way through to being independent readers. Children are encouraged read frequently both in school and at home with parents/carers. Children are regularly assessed on the scheme and work through to higher level books as they progress. All children are given an appropriately levelled book. All children are heard read in school weekly. All children are encouraged to read at home <i>£1500 spend on books</i> <i>Coram Beanstalk £695</i> Total £2195</p>	<p>The Literacy Trust 2017: What it means to be a reader at age 11 states that, 'Those who read more are better readers. Rowe (1995) shows that reading activity at home has a significant positive influence on reading achievement. This is also supported by an international study of 10-year-olds (PIRLS 2001 and 2006, see Twist et al., 2007). The study showed that in nearly all countries, pupils who reported reading for fun outside school, daily or almost every day, had higher reading achievement than those reading for fun less frequently.' Evaluation of Coram Beanstalk's reading support programmes (2022) - Coram Group : Coram Group</p>	<p>2, 3, 4, 5</p>
<p>Multiplication Project Establish a Maths Rockstar award across KS1 and KS2 classes to promote rapid recall of basic number bonds and multiplication facts – staff to oversee implementation, track children's progress and reward individual achievements sharing celebrations with parents/carers.</p>	<p>case studies – Times Tables Rock Stars</p>	<p>6</p>

<p>Children's progress will be tracked and as a result the number able to fluently recall age appropriate basic number facts will increase.</p> <p><i>TT Rockstars and Numbots subscription – £324</i></p> <p><i>Stickers for passports - £250</i></p> <p>Total - £574</p>		
<p>Targeted speech and language support for children in KS1 including the facilitation of NHS S & L therapy sessions in school and parental support through the referral and assessment process.</p> <p><i>LSA 3 Full time KS1/2 £20,000</i></p> <p><i>Chatty Therapy Toolbox £495</i></p> <p>Total £20,495</p>	<p>Communication and Language Approaches EEF EY Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	2, 4
<p>Individualised Instruction</p> <p>The provision of an additional L3 Learning assistant in Y1- Y6 to provide individualised instruction to individuals or small groups, ensuring all pupils have access to quality first teaching and wave 2 and wave 3 interventions where needed. Educational Psychologist and Language Service support will be instructed to undertake diagnostic assessments in order to give clear recommendations and strategies to staff for individuals and groups.</p> <p>An experienced and qualified SENCO will support LSAs.</p> <p>LSA x 6 £120000</p> <p>Educational Psychology £8000</p> <p>National SEN Award x 2</p> <p>Supply cover for SEN Award x 6 days x 2 = £2400</p> <p>Total £130,400</p>	<p>The EEF toolkit demonstrates 4 months of additional progress for individualised instruction</p> <p>Individualised instruction EEF</p>	5, 6, 7
<p>After school support</p> <p>Extend the hours of a group of LSAs to provide study clubs 4 x per week (1 day per week to plan/prepare) focusing on pre or post teach,</p> <p><i>1 hr (£14) LSA2 per day (4 LSAs) x 5 days x 39 weeks</i></p> <p>Total £10,920</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	

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

Budgeted cost: £228,369

Activity	Evidence that supports this approach	Challenge number addressed
Play Therapy	The Lancet published recent research to show that in-school therapy and	3

<p>Therapeutic support for children who have been identified as having low levels of self esteem and self-regulation linked to previous and ongoing trauma.</p> <p>Children with therapeutic needs are able to access bespoke play based therapy to enable them to self-regulate and raise self-esteem. Children with past and present trauma are able to recognise the support within school and are given strategies to enable them to fulfil their potential.</p> <p>1 x school based TPC counsellors totalling 1.5 days per week £14, 400</p> <p>2 Inclusive Culture Programme £1500</p> <p>Total:£15, 900</p>	<p>humanistic counselling can have a positive impact on children’s mental health, particularly in deprived areas.</p> <p>Play Therapy - Techniques, Applications, and Effectiveness - Counselling Collective</p>	
<p>Attendance Support</p> <p>Raising the profile of attendance to increase attendance rates school wide using incentives in school, targeted child and family pastoral support, letters home, monitoring meetings and Educational Welfare Support.</p> <p>The initiatives put into place to increase the profile of attendance will have a positive impact on the number of children attending school. Through incentives, pastoral support and EWS involvement, parental engagement will increase leading to higher attendance figures.</p> <p><i>EWO including a youth engagement offer £7, 900</i></p> <p><i>School Attendance Officer and associated costs £18, 000</i></p> <p>Total £25, 900</p>	<p>Working together to improve school attendance - GOV.UK</p>	1
<p>Breakfast Club</p> <p>The offer of a free, universal, before-school breakfast club, including Reception to Year 6 pupils. The aim of the breakfast club is to improve attendance, punctuality, and attainment outcomes by increasing the number of children who eat a healthy breakfast in a calm and relaxing environment.</p>	<p>Magic Breakfast - trial EEF</p>	1, 3

<p>This will allow the children to enter their classrooms on time and ready to learn with their emotional needs having been addressed within the club. Giving a settled start to each day.</p> <p>Children will have improved attendance and a settled start to their school day leading to more learning time and greater levels of interaction at the start of the day.</p> <p><i>2 x LSA L2 = 10 hours = £140 per week</i></p> <p><i>3 x LSA L3 = 15 hours = £285 per week</i></p> <p><i>1 x pastoral = 5 hours = £125 per week</i></p> <p><i>£550 x 39 weeks</i></p> <p><i>Food, resources etc. = £2000</i></p> <p><i>Magic Breakfast Subscription £1875</i></p> <p>Total: £25, 325</p>		
<p>PATHS</p> <p>Children will have a range of strategies to self-regulate their emotions. This will lead to better attendance by removing emotional barriers to learning and reduced behaviour incidents that lead to a loss of learning time.</p> <p><i>Replacement resources</i></p> <p><i>Staff training costs as required</i></p> <p>Total: £2000</p>	<p>http://www.pathseducation.co.uk/paths-works/research</p>	<p>1, 3, 4</p>
<p>Pastoral Team</p> <p>Provide a pastoral team to offer family and staff support in each phase identifying barriers to learning and promoting solutions to remove them. These solutions will be based around a social and emotional learning approach. The pastoral team will also support attendance initiatives, transitions both into, within and beyond primary, co-ordinate safeguarding and child protection procedures and work directly with children and families.</p> <p><i>Family support workers x 2</i></p> <p><i>Pastoral Manager</i></p>	<p>EEF Improving Social and Emotional Learning in Primary Schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>EEF Improving behaviour in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1, 3, 4</p>

<p>£77, 253 Wellbeing and Attendance Lead 0.5 non teaching + TLR £32, 271 Supervision £1800 Total £111, 324</p>		
<p>Curriculum Enhancement Subsidise the cost of visits and visitors including residential to enhance the curriculum, encouraging good attendance and promoting vocabulary development through a range of opportunities. £4000 per year group x 8 = £32,000 Y6 residential £9000 Total £41, 000</p>	<p>The Paul Hamlyn report (2015) cites the benefits of educational visits including increased attainment and engagement and improved resilience. http://learningaway.org.uk/wp-content/uploads/LA-Final-Report-May-2015-1-1.pdf</p>	<p>1, 3, 7</p>
<p>Arts Enhancement Engage with external partners (Music Service and CulturEd) to provide specialist arts teaching, professional development and curriculum enhancement. CulturEd £820 Music Service £ 6, 100 Total £6, 920</p>	<p>EEF research has demonstrated that participation in the arts can have a positive outcome on academic outcomes in other areas of the curriculum: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Technical%20Appendix-.What%20is%20it%3F,or%20as%20extra%2Dcurricular%20activity.</p>	<p>7</p>

Total budgeted cost: £526, 065

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 2023/24 academic year

End of Key Stage 2 outcomes (RWM) for all children during 22/23 were improved from the previous year (there was considerable improvement in Maths) however they were still lower than in the years prior to the pandemic and lower when compared to their peers nationally in 2024. Progress at the performance of disadvantaged pupils, although improving, also continued to be lower than national in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2023/24 were therefore not fully realised and the new strategy has been written accordingly.

Our assessment of the reasons for these outcomes continues to remain Covid-19 impact, which disrupted all our key objectives to varying degrees. As evidenced in schools across the country and especially those in the North, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions and this has left gaps in knowledge and social and emotional development.

Attendance was also very disrupted following the re-opening of school and continued to be so during 21/22 and 22/23. Improvements were seen for some groups in 23/24 (EHCP children and reducing PA). However, the key priority continues to be engaging parents and children with learning and re-establishing the importance of regular school attendance. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be considerably impacted by socio-economic related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on that approach with the activities detailed in the new plan.

Externally provided programmes

Programme	Provider
Promoting Alternative Thinking Strategies (PATHS)	Barnardo's
Read, Write, Inc	Ruth Miskin
Ready, Steady, Write	Literacy Counts
Maths Mastery	Ark Curriculum+
Inclusive Leadership	Carr Manor Community School
Kapow Curriculum (Art, Music, RSE)	Kapow Primary