



# Pupil Premium Strategy Statement

**Approved:** November 2024  
**Next Review:** November 2025  
**Reviewed by:** Mr Joss Andrews

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## 1. Introduction

- 1.1.** This statement details our school’s use of pupil premium 2023 to 2024 funding to help improve the attainment of our disadvantaged pupils.
- 1.2.** 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.

## 2. School overview

Detail	Data
School Name	Broad heath Community Primary School
Number of pupils in school	634 R-6 + 52 nursery
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022/23, 2023/24 and 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Joss Andrews Headteacher
Pupil premium lead	Joss Andrews and Laura Donnelly (Inclusion lead)
Governor / Trustee lead	Sandeep Gadhia, lead for disadvantaged pupils

## 3. Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£284,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,000
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<u>£303,080</u>

# Part A: Pupil premium strategy plan

## 4. Statement of intent

Our school's ethos is 'To Gain'. We believe this emphasises our intention that all children, disadvantaged or otherwise develop as individuals and citizens in all facets of their lives. As a result of our focus on both the academic and social and interpersonal development of the children who attend Broad Heath, our pupils make good progress and attain well from their starting points.

Our pupil premium strategy aims to:

- target under performance and raise standards across the curriculum to ensure outstanding progress.
- look at how parents and children can work together and this impacts on rapid progress
- maintain excellent attendance and maintain this above national
- ensure we give these children life chances and every child Gains to develop their emotional, social, physical and mental needs.
- ensure disadvantaged pupils are challenged in the work that they're set and early action is taken to intervene at the point need is identified

## 5. Challenges

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

Challenge number	Detail of challenge
1- Parental support and understanding of the curriculum	Assessments, observations, and discussions with pupils and families indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2. Many families have low engagement levels when supporting their children in and out of school.
2- Reading	Majority of children enter Nursery with significant low levels of English, maths and communication skills. This has an impact on social and academic needs as these children begin school. Many children entering Nursery are below national expectations. These children must make accelerated progress and we expect children to leave Broad Heath at ARE or above.

<p>3- Oral and spoken vocabulary</p>	<p>Internal assessments indicate that speaking and listening attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is due to the high proportion of families having EAL.</p> <p>On entry to Reception class in the last 3 years, a high proportion of our disadvantaged pupils arrive well below age-related expectations. Historically, children make accelerated progress to achieve results that are better than national expectations.</p>
<p>4-Learning outside of school</p>	<p>Due to the demographic of our school community, children have limited “life experiences” outside school. Very few children attend out of school clubs and social and multi-cultural experiences are limited to family and their community.</p> <p>Another challenge is parents’ support and willingness to allow their children to attend after (school organised) school clubs as religious priorities supersede school ones.</p> <p>This has an impact on learning across the curriculum as children are unable to draw on their own experiences to enhance their learning, for example writing about holidays abroad or hobbies.</p> <p>Home learning during the pandemic was also a challenge due to a lack of technology available in homes and parents’ grasp of English language and understanding of the curriculum to be able to support their children.</p>
<p>5-Well-being</p>	<p>Well-being of children has always been paramount. Our surveys and analysis show that since the pandemic the support required by children and families has increased significantly, as they have nationally. The additional challenge that we face is the stigma of our families wanting ‘external support’. We are having to provide personalised support within school for a difference to be made. This support needs to be personalised for both the children and their families.</p> <p>Children not having the opportunities to complete homework in a home environment that always supports their emotional and academic needs.</p>
<p>6-Pastoral Team</p>	<p>Our families have historically benefitted from our personalised workshops as they lack confidence regarding the curriculum. The pandemic and not being able to maintain the in-person sessions (we did adapt to virtual) has led to the parents struggling to support their children. These sessions have become essential in supporting the development of our families’ academic/curriculum understanding.</p> <p>Attendance- the Pastoral Team continue to visit families at the home and support parents with concerns in order to maintain high attendance. The provision of additional support via after school sessions supports the drive towards high attendance for disadvantaged pupils</p>
<p>7. Behaviour</p>	<p>Our pupils often begin their school life with a lack of structure and routine. Some of our pupils have ongoing social, emotional and mental well-being needs throughout their school life and we thrive to give them allocated and targeted support.</p>

## 6. 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
Improved engagement by parents to support their children's learning.	<p>The Parental workshops and Engagement plans lead to parents being more confident in supporting their child/ren.</p> <ul style="list-style-type: none"> <li>➤ Parents are clearer with regards expectations and know that continued support is available.</li> <li>➤ The Broad Heath family will continue to succeed and overcome barriers by being proactive.</li> <li>➤ Values and aspirations are understood by the child, parent and school.</li> </ul>
Improved reading and writing attainment among disadvantaged pupils.	<p>All children make at least expected progress and some make better than expected progress. Results for the end of KS1 and KS2 are at least in line with national expectations or above.</p> <p>Early reading is developed. Children are able to read with increased accuracy and fluency.</p> <p>The skills of writing with increasing grammatical accuracy and richer vocabulary is evident across all disadvantaged pupils</p> <p>Reading for pleasure is improved for all children.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Strong use of language across the curriculum by all children.</p> <p>KS1 and KS2 SATs at least in line with national but we consistently aim above this.</p>
Children take part in a range of learning opportunities outside of the school day	<p>Children take part in after-school / weekend clubs throughout the year (at least one club per child).</p> <p>Children complete home learning when school is closed or a child is absent.</p> <p>Children attend school trips or overnight events when organised to support themed learning.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>➤ qualitative data from student voice, student and parent surveys and teacher observations</li> <li>➤ reduction in lunch time incidents</li> <li>➤ an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Effective Pastoral team that supports disadvantaged children and families to improve their quality of learning and pastoral needs</p>	<p>The Parental workshops will continue to enable the parents to support their children.</p> <ul style="list-style-type: none"> <li>➤ The increased confidence of the parents leads to better outcomes for the children and families.</li> <li>➤ The 1:1 Engagement plans mean the parents have more personalised support as barriers removed and support provided.</li> <li>➤ The Well-being and Homework Club enable children to gain socially, emotionally and academically.</li> <li>➤ Additional workbooks to be done at home for the children mean they are supported with misconceptions and progress is visible.</li> </ul>
<p>Behaviour, wellbeing and attitudes are outstanding in and out of school.</p>	<ul style="list-style-type: none"> <li>➤ Pupils behave exceptionally well in school and want to learn and allow others to learn</li> <li>➤ Pupils contribute to both the school and wider community</li> <li>➤ All pupils to understand how to behave by managing their own emotions and difficulties</li> <li>➤ Groups of pupils to be taught and use a variety of strategies to support their SEMH needs</li> </ul>

## 7. 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.

### 7.1. Teaching

Budgeted cost: **£77k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To purchase number and reading workbooks to support PPG children's learning over the Holiday periods.</p>	<p>Key children received workbooks to support their learning.</p> <p>Parents supported so they can help their child.</p> <p>The vast majority of children making expected progress with many making rapid progress.</p> <p>These materials can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 6</p>
<p>To target small groups with oral support/language work</p> <p>We will use an LSA to support this and the library in the afternoons.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 7</p>
<p>Develop key teaching techniques</p>	<p>A professional development programme is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff which draws on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak</p> <p>Grammarsaurus/Place Value of Punctuation and Grammar English curriculum delivery development</p>	<p>1, 2, 3, 5, 7</p>



	WalkThrus - The simplified model of learning informs all of our key teaching techniques.	
To develop staff knowledge of adapted provision and meeting the needs of PP children with SEND	Coaching from SENDCo develops staff ability to ensure needs are met within the classroom and through targeted support.  <a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-toimprove-send-outcomes">https://educationendowmentfoundation.org.uk/news/eeef-blog-five-a-day-toimprove-send-outcomes</a>	
Purchase of a <u>DfE validated Systematic Synthetic Phonics</u> programme to secure stronger phonics teaching for all pupils, to include a good intervention package for children at KS2, in order to secure stronger phonics teaching for all pupils (Read, Write Inc.) and develop greater fluency	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading  (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
To have a Saturday school so that key children learn and key foundations are laid. This will include a Saturday PE opportunity.	All PPG to make progress/some accelerated.  Ensure we offer extra after school clubs.  All PPG children offered the Sat school experience from Years 1-6 for PE- well received and excellent attendance- a Governor has also checked quality of provision.  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a>	4, 5, 7

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

Budgeted cost: **£97k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create opportunities for vulnerable PPG children to have 1;1 time building up their confidence and have a growth mind-set	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit</a>  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	1, 2, 3, 7
<p>Engaging with the Third Space tutoring for maths</p> <p>Experienced Assistant Headteachers will also take some groups for specific learning targets.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 5, 7
Targeted small group support for KS2 pupils (recovery funding)	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 5 and 7

<p>Pastoral Team (Asst Head, Teacher, Learning Mentor and Play Mentor to support learning, personal development and home school support</p> <p>To maintain and further develop an effective pastoral team with the safeguarding Lead being a LM supported by a Senior manager and</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit</a></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-arespending-the-funding-successfully</a></p>	<p>1, 5, 6, 7</p>
<p>Additional staff member training in safeguarding</p> <p>To continue to employ a learning mentor to support vulnerable children and families and deal with emotional, social and cultural issues</p>	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation   EEF <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</a></p>	

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

Budgeted cost: **£120k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6, 7
To purchase uniform for all PPG children so that parents are supported with school uniform. School Uniform ensures we maintain a professional standard and promotes positivity. We will also be supplying families with PE kits/book bags and pencil cases as well as books so they have a richness of resources. Food and nutrients will also be provided.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a> This will ensure we support vulnerable families who find uniforms expensive <ul style="list-style-type: none"> <li>➤ We ensure that we create a culture of inclusion</li> <li>➤ To be given at Xmas, ready for Winter months</li> <li>➤ To reduce admin time of phoning parents who have not got kit</li> <li>➤ Parents stress will be elevated.</li> </ul>	All
To provide a breakfast club and ensure there is a positive start to the day, open to all but will target certain children	<a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>	All

	Based on our experiences and those of similar schools to ours, we have identified having a breakfast club increases the attendance of children and ensure we are consistently above national.  This also creates a positive start to the day and promotes a healthy mind and body.	
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<p>To address Well-being sessions with MHST and small groups</p> <p>To have targeted children in at lunch times learning to play games and review school values</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition</a></p> <p>Good attendance of these targeted pupils Lunch times are well attended by children whereby games are offered as well as the chance to chat and talk/ Homework Club, well attended and supporting learning after school.</p>	<p>All</p>
<p>To create opportunities in school that enrich the children’s experiences like theatre productions, working with specialist groups /artists etc.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Clinical psychologists</li> <li>- Sports coaches</li> <li>- Performing arts coaches</li> <li>- Artists/authors/illustrators</li> <li>- Other agencies linked to Project Weeks</li> </ul>	<p>Studies reviewed by EEF have shown some value of enrichment activities such as educational visits, workshops, careers days etc on pupils' outcomes, however, we know from pupil voice that pupils feel that they learn more from these types of experiences and therefore understand and enjoy their subsequent classwork.</p> <p>Our disadvantaged pupils have limited access to the wider experiences that they are required to understand. The use of author days, artist collaboration extra-curricular clubs add to the pupils learning experience.</p>	<p>4 5,7</p>
<p>To support residentials (Dol-y-Moch, Ilam Hall, Glastonbury and Spanish trip) that will happen in 2024-25 and other wider learning opportunities that enrich young people lives</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-forschools/bitesize-support/pupilpremium-guide">https://educationendowmentfoundation.org.uk/support-forschools/bitesize-support/pupilpremium-guide</a></p>	<p>All</p>
	<p>Enrichment opportunities to be given which will enhance their life chances and allow them to experience learning in different contexts. Makes sure behaviour is positive and that they are ready for learning in the afternoon sessions.</p>	
<p>To Improve attendance and provide external support for families in need</p> <p>Deployment of a specific attendance lead in school</p>	<p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p> <p><a href="#">Supporting attendance   EEF</a></p>	

To help support swimming	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupilpremium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupilpremium-guide</a>  Provides an essential life skill which improves confidence and skills for all children particularly disadvantaged children.	5, 6, 7
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Total budgeted cost: £293K (Approx. £10 k left for emergency funding/needs)

## Part B: Review of outcomes in the previous academic year

### 8. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2023/24 indicates that the progress of disadvantaged pupils (DP) in core subjects was good in all year groups.

Gaps between DP and non-DP is narrowing in some year groups and curriculum areas. However, the gap is still apparent in some areas. Progress for DP is good overall and monitoring evidences that teaching and learning for DP is at least good and there are no visible gaps in provision between DP and non-DP children.

End of Key Stage 2 results demonstrate only a small gap in attainment of Broad Heath DP versus national non-DP at the expected standard:

#### DPG Vs Non PPG

	DP EXS BH	Non-DP EXS BH	National Non-DP EXS	DP GDS	Non – DP GDS	National Non GDS
<b>Reading</b>	75%	74%	79%	18%	27%	33%
<b>Writing</b>	75%	83%	77%	12%	13%	16%
<b>Maths</b>	73%	75%	78%	15%	38%	28%
<b>RWM Combined</b>	<b>65%</b>	<b>68%</b>	<b>67%</b>	<b>9%</b>	<b>11%</b>	<b>9%</b>

Progress for DP within this cohort matched progress made by other non-DP children in school, with a significant reduction in the gap between DP and Non-DP for the expected standard. The lower starting point of all children is evident in the reduction in children achieving Greater Depth at the end of the Key Stage.

Overall assessment of the interventions and strategies detailed above, demonstrate an effectiveness in academic progress and that of emotional regulation and engagement. The impact of learning mentor support and wellbeing programmes were highlighted in the positive responses for all pupils, including those who are classified as DP, about their engagement at Broad Heath.

Gaps identified post-COVID are continuing to be worked upon, most notably in our lower KS2 classes and DP groups. Targeted intervention is closing the gap in a number of year groups. This has been effectively supported by the developing curriculum, particularly within early Reading and the implementation of RWI. This has ensured that gaps in our youngest DP children's attainment, compared to non-DP is at its lowest point for a number of years.

Because of analysing the data for disadvantaged children and the rest of the school, all teaching staff are clear from assessment meetings with SLT who the disadvantaged/poorer achieving children are and how they will be supported through a variety of strategies across the curriculum to ensure rapid progress is achieved.

Whole School Attendance in 2023/24 was lower than the previous year at 94.9%, although it remained higher than primary national average of 93.1%. DP attendance remained higher than the national average, at 94.1%, as a result of effective attendance support and strategies targeted to support improving attendance within families.

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

#### That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

A full monitoring schedule was implemented across the year, focusing on all leadership levels and school improvement priorities. Analysis of evidence was undertaken at leadership level, with governors and external partners (including the local authority and consultants)

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and

approaches are likely to work in our school. We will continue to use it through the implementation of activities.

There is a robust evaluation framework in place for the duration of our three-year approach, which will continued to be reviewed and adjusted over time to secure better outcomes for pupils. This will be achieved through collaboration at school network level, reports, studies and research papers about effective use of pupil premium, including: analysing the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.