

Broxbourne CE Primary School

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery 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 this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Paul Miller
Governor	Jerry Greig-Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,550

Part A: Pupil premium strategy plan

Statement of intent

At Broxbourne CE Primary, we strive to ensure that every child reaches their full potential regardless of their circumstance in life. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need.

Currently schools receive £1455 for each pupil premium eligible child, from September 2024 (£2530 for looked after children and £1056 for Early Years Pupil Premium funding).

We recognise that we are accountable for how we have used the additional funding and we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. The funding is designed to be the means by which schools can tackle underlying inequalities between disadvantaged pupils and their peers - 'Disadvantaged pupils are 20% less likely than their peers to reach expected standards in reading, writing and maths by the end of primary school ('Improving Literacy in KS2, Guidance Report,' Education Endowment Foundation).

The most recent research has also found that unsurprisingly, disadvantaged pupils were the worst affected by the impact of the pandemic. To ensure all children make progress we maintain records for each pupil eligible for pupil premium and monitor provision which is tailored to meet individual needs, whether this be enrichment, support for learning or to break down attendance, emotional or practical barriers to success. This approach recognises the importance of balancing the need to continually improve teaching (raising standards for all), alongside the provision of specific academic support (for all abilities) and to address non-academic barriers, while promoting positive mental health and well-being

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication, language and literacy and self-care skills, and not just in our Early Years Settings. For example, how well are children ready for school learning?
2	PP pupils also on the SEN register
3	PP pupils accelerating from secure to greater depth over KS2, in smaller numbers compared to non-PP
4	Some home learning environments lacking the resources to support pupils' communication and literacy / numeracy skills
5	Children are seen, reflected and celebrated in our curriculum and school environment. They have high aspirations as their peers.
6	Attendance levels and the impact of missed schooling.
7	Financial hardship, having the equipment and access to all school opportunities including accessing home learning
8	Emotional self-regulation and focus in class time and during social times

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
Improve language and literacy skills of pupils eligible for the PPG over EYFS and KS1	Quality First Teaching across the school for phonics and reading Accurate assessment of phonics and assessment approach Deployment of an additional TA for Year 1 and Year 2 children to support gaps in reading and writing and the implementation of phonics. TA track closely PPG and ensure all KS1 children eligible for the PPG are fully accessing the curriculum Early identification and support of SpLT through an enhanced SEND team and Eklon trained team member

Accelerate progress of all PP pupils across KS2 (including those with SEN)	Data shows attainment by end of KS2 in line with non-PPG for reading, writing and maths
Increase % of pupils eligible for PPG attaining high standard by end of KS2	% pupils eligible for PPG attaining high standard in line with non-PPG pupils by the end of Year 6 Increase the attainment of pupils eligible for PPG currently working at age related to achieve greater depth
Families of pupils eligible for PPG confident that they are able to support their children in flourishing in school.	Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital. School to work more closely with families of pupils eligible for PPG to ensure they are aware of their entitlement. High levels of parental engagement around their children's learning and progress

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for all children eligible for the PPG, ongoing support and mentoring to fully access the curriculum	Reading Records denote additional reading and mentoring is an ongoing regular occurrence with Teaching Assistants trained in Mental Health First Aid	3
Daily phonics teaching in EYFS and KS1 a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.	Very extensive evidence that secure phonics understanding is an important component in the development of reading skills particularly for children from disadvantaged backgrounds.	1

Training for new teaching staff and all teaching assistants (EYFS, KS1 and lower KS2) on phonics teaching	Research suggests high impact for very low cost for oral language interventions.	1
Parents Evenings Additional Meetings Parent Workshops	Parents working in partnership with school staff consolidates and supports accelerated progress. Parents working in partnership with school and signing Home School Agreement, seeing good progress in Reading. Parents who attend parent workshops find them beneficial and use to support children at home	3 and 4
Purchase of high quality texts for all class libraries (in particular those with sufficient challenge for high ability pupils in KS2)	Evidence points to the importance of identifying the appropriate level of text difficulty, to provide appropriate context to practise the skills and enough challenge to improve reading comprehension.	3 and 4
Additional mentoring and individual support for pupils requiring this	Without focus in class learning will not be optimal. Some children require additional support across breaktimes.	8

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning interventions include pupils eligible for PPG	Led by class teachers before school. Focus upon Year 2 and 3. Improved Data and accelerated Pupil Progress.	1 and 3
Interventions	Small group intervention is shown to be most effective if targeted at the pupils' needs. It is critical therefore to ensure group size is the most appropriate for the focus and ability of the group.	1 and 3
Additional 1:1 time for SEN pupils.	Reading has shown to be more effective in 1:1 or paired situations although the real key to highly effective additional tuition which has the greatest	2 and 8

	impact on pupil outcomes is the quality of the teaching.	
Teaching assistant - led interventions – 15 minutes-a-day, Phonics additional support. Skatepark Phonics (including those with SEN needs)	Research on the deployment of teaching assistants indicates that the strongest benefit to pupils is where teaching assistants deliver high-quality (ie robustly evidenced) structured interventions which deliver short sessions, over a finite period and link clearly to classroom teaching.	1,2 and 3
Individual tutoring and therapy support brokered as required to support eligible children	Support with emotional regulation is essential in order for effective learning to occur. Personalised needs driven tutoring support is denoted as being highly effective.	8

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

Budgeted cost: £ 2,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime Nurture Groups	Children must be emotionally well placed to thrive Boxhall Profile	4
Social, emotional development - small groups in EY1, EY2 and Years 1 and 2 (TA / led), play /activity based encouraging communication and language development	Healthy attachment relationships, based on trust, provide protective factors for CYP (Rutter 1987). These relationships build the foundation for pupils being able to focus on the learning in the classroom.	1,2 and 4
Subsidised school trips/extra-curricular activities/uniform	Children not excluded from Cultural Capital activities. Broadening life experiences. Confidence that they look and dress the same as peers.	5
Swimming, School trips, half residential costs, musical tuition paid for	Children have the right to a full curricular entitlement and the cost of living increases the financial pressure on the families of children eligible for the PPG	7
Curriculum information sessions / workshops (including for reading and early phonics and maths in EYFS) for parents	Providing parents with some of the strategies they can use to support good habits for study in their children as well as involving them in their children's learning activities not only supports the children's academic progress but can also have a positive effect on ensuring parents bring their children in to school	1 and 5

	as they feel more engaged with school the school community themselves.	
Strength in Mind mental health practitioner providing help and support to pupil well-being (either in small group or 1:1 situation).	Evidence is that the impact of the pandemic has been most severely felt by disadvantaged pupils.	1, 4 and 5

Total budgeted cost: £14,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have used the outcomes for our children eligible for the PPG to carefully plan and ensure this progress continues across the 2024/2025 school year.

We have looked at children eligible for PPG across the school and used their personal strengths and weaknesses to look forward and to plan new objectives which we aim to meet to ensure that there are no disadvantages between them and their peers.

Impact of this year:

- Additional interventions, especially in Y1 for phonics, Y5 and Y6 for maths has positively impacted and accelerated the progress of our children eligible for the PPG.
- Phonics boosters in Y1 and Y2 has enhanced the reading of our KS1 children to ensure greater progress is made in both reading and writing
- Swimming lessons paid for for children eligible for the PPG to keep costs down.
- Additional range of clubs offered to children throughout the year – such a gardening, computing, arts football, Rock Steady, football, tennis, netball
- Lesson observations saw quality first teaching and provision for targeted groups.
- Lesson observations showed excellent use of TA support across the school and the nurture of all children and awareness of those eligible for the PPG.
- Nurture group continues to have a positive impact on the children who attend.
- TA's have targeted intervention with necessary KS2 children for support.
- Strength in Mind therapy support has supported identified children emotionally and helped their self-regulation and therefore success academically
- A number of pupils continue to benefit from learning a musical instrument and accessing after-school clubs
- Morning intervention sessions were delivered throughout the year by class teachers and SLT.
 1. Y1 phonics
 2. Y2 phonics
 3. Y5 maths
 4. Y6 maths and reading
- Curriculum Map for September has been updated to reflect cultural links throughout the year so that all children see themselves represented, and cultural capital links are specifically planned for.