

## Broadoak school Pupil Premium Policy

Version and Date		Action/Notes
1.0	Sep 2021	Policy Drafted and finalised
2.0	Sep 2022	Policy updated

Policy Reviewed:	June 2023
Policy Review Frequency:	Annually
Policy Holder:	Mr Taylor
Next Review:	July 2024

**Signature of Chairman of Local Governing Body:**



## Pupil premium strategy statement

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	Broadoak School
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	50.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, and 2023-24
Date this statement was published	13/12/22
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Philip Taylor
Governor / Trustee lead	William Kwan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,746
Recovery premium funding allocation this academic year	£69,828
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£324,574

## Part A: Pupil premium strategy plan

### Statement of intent

The school, and Trust, intent is to utilise disadvantaged funding to mitigate the myriad hardships and difficulties faced by our young people.

The ultimate objectives are to; provide resources to level the opportunities disadvantaged students can take in their education, provide focused and targeted support for associated SEN/SEMH/Pastoral needs, to ensure improved attendance to school, and to improve literacy, numeracy and overall headline attainment figures, vicariously reducing NEET figures and improving access to the next steps in their lives.

Our strategy works toward this by clearly staffing our needs, which are more pronounced than many areas of the country, and targeting intervention, financial support and opportunity by need, rather than providing all disadvantaged students with the same assumed blanket support.

### Challenges

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

Challenge number	Detail of challenge
1	Gaps in student literacy. Disadvantaged pupils, from Year 7 starting point, are at lower literacy levels than non-disadvantaged.
2	Gaps in student numeracy. Disadvantaged pupils, from Year 7 starting point, are at lower numeracy levels than non-disadvantaged.
3	Financial access to educational resources (ICT). This gap has become further evident due to Covid.
4	Financial access to educational opportunities/participation.
5	Disadvantaged pupils have lower attendance and punctuality in comparison to others (93.1% Disadvantaged compared to 96.9% non-disadvantages in 2020-21).
6	Disadvantaged students are disproportionately more likely to have turbulent home lives and greater likelihood of social services/safeguarding involvement.
7	Disadvantaged students are more likely to become NEET post-16.
8	Disadvantaged students are nationally less likely to gain a standard/strong pass (grade 4+/5+) in English and/or Maths at the end of KS4.
9	Issues including low-confidence, self-esteem and resilience can be more evident in disadvantaged students. Disproportionate number of disadvantaged students are removed from lessons and display other behavioural concerns.

## 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
1. To reduce the gap in reading age between disadvantaged and non-disadvantaged pupils.	Reading age gap for a chosen disadvantaged group closes to non-disadvantaged and increases toward chronological age.
2. To reduce the gap in numeracy between disadvantaged and non-disadvantaged pupils.	Chosen numeracy intervention cohort improves ahead of the rate for those who are non-intervention.
3. Create equality of ICT access and resources	Student need, noted by ICT access survey, met for the majority using the loan laptop scheme.
4. To remove the limitation disadvantage places on access to trips and lesson extension/experience.	Extra-curricular ratio to match the disadvantaged to non-disadvantaged mix. Funding tracker shows disadvantaged students gaining access for improved attainment, including support for Young Carers where needed.
5. To reduce the attendance and punctuality gap between disadvantaged and non-disadvantaged.	Gap for each reduces from 2018-19 gap and 2020-21 gap, via improved disadvantaged figures.
6. Disadvantaged students to feel supported and safeguarded.	CPOMS tracking shows ongoing support for disadvantaged students. Student voice corroborates the view of strong school support.
7. Reduce the disadvantaged NEET figure in line with non-disadvantaged	Overall disadvantaged NEET figure to reduce and come in line with non-disadvantaged.
8. Increase the number of disadvantaged students gaining a 4+/5+ in M/E/M+E	Increase from figures of 36% 4+ and 25% 5+ in 2019 (last full examination year) to 2022 targets of: <ul style="list-style-type: none"> <li>- English 4+ 64% &amp; 5+ 44% (of PP cohort - 47 students)</li> <li>- Maths 4+ 67% &amp; 5+ 41% (of PP cohort - 47 students)</li> <li>- BASICS 4+ 59% &amp; 5+ 34% (of PP cohort - 47 students)</li> </ul>
9. Support the confidence, self-esteem and resilience of disadvantaged students.	Disadvantaged data reduces from 2020-21 of 70% of removes, 76% of Internal Exclusions, and 69% of FTE (suspensions).

## 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: £50,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching salary costs (retention)	Teaching Policy Institute findings into teacher retention and early career efficacy. Funding links to teacher efficacy within first 7 years of practice and importance of retention. <a href="https://www.learningpolicyinstitute.org/research-report-a-coming-crisis-in-teaching-teacher-supply-demand-and-shortages-in-the-u-s">Research Report: A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.</a> ( <a href="https://www.learningpolicyinstitute.org">learningpolicyinstitute.org</a> )	8
Curriculum Support Funding	<ul style="list-style-type: none"> <li>ICT support funding <a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eeef">Using Digital Technology to Improve Learning   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> <li>Internal evidence of funding needs for disadvantaged students in GCSE/Vocational subjects</li> </ul>	3, 8 & 9

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

Budgeted cost: £47,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Support and Intervention Staffing	One to one literacy and intervention <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1
Careers and Advice Support	National guidance on CEIAG <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424247/careers-guidance-and-access-for-education-and-training-providers.pdf">Careers guidance and access for education and training providers</a> ( <a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a> )	7
Additional Revision Sessions (staff)	Small group sessions and additional revision sessions <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eeef">Small group tuition   EEF</a> ( <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	8 & 9

Brilliant Club	<a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a>	8 & 9
Carousel and Maths Online Platforms	<a href="https://www.carousel-learning.com/">https://www.carousel-learning.com/</a>	2, 3 & 8
Maths & English Intervention	Small group sessions <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 & 2

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

Budgeted cost: £225,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Manager to oversee student support	EEF research of parental engagement and Social and Emotional Learning <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5, 6, 7 & 9
SENCO SEN Support	SEN and Disadvantaged progress and attainment gap and effective oversight of TAs <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	6, 7 & 9
Additional TA Support	Funding TA beyond EHCP allowance <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	6, 7 & 9
Pastoral Welfare Officer	Social and emotional education support <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5, 6, 7 & 9
Educational Visits Support Fund	Internal evidence of disadvantaged gap in educational visits (both course-required ad	4, 5, 6 & 9
Rewards Schemes and Incentives	Rewarding students and supporting positive behaviours <a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a>  Breakfast Clubs	6 & 9  9

**Total PP budgeted cost: £324,574**

## 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.

Impact data of the 2021-22 academic year, as well as anecdotal examples shows that:

- Pastoral Support – The return from Covid for a full school year saw an increase in CPOMS, SEMH needs and PA issues. PP attendance however sat at 88.6 for this year, with a gap of 6.6% to Non-PP at 95.2. This gap is wider than would be aimed for. However, without this work completed on the return from Covid, this gap (and the PP attendance level) would have likely been worse.
- SENCO Support – Additional TA support to increase provision time beyond EHCP mandated hours. This allowed for 18 students (6 sessions of 3) to complete the Reading for Meaning scheme with 14 increasing their reading ages beyond that of the months spent and to/above their chronological age. Similarly, 18 disadvantaged students were chosen for 3:1 ratio maths sessions to work on base numeracy.
- Maths tuition was brought in-house with two days a week of a school-sourced tutor. English tuition, 3 days a week, was sourced via an external provider (YipiYap). This Year 11 focus on core subjects led to BASICS figures at 5+ of 22% of PP students gaining 5+ in both (52% non-PP), 24% English (65% non-PP) and 26% Maths (54% non-PP). BASICS at 4+ of 28% of PP students gaining 4+ in both (73% non-PP), 38% English (81% non-PP) and 36% Maths (78% non-PP). The gaps increased in all areas, though non-PP did also increase. This shows the need for greater link between disadvantage and tuition over the year.
- Careers support – Careers support came back in-house with all students given 1-1 careers sessions. Over 90% attended an external placement for work experience. NEET figures were as low as 3.8%, though the majority of this group were PP. With the lack of engagement in years 9 and 10 for this cohort due to Covid closure and companies not engaging with schools, this is an extremely positive position.
- Educational Visits – Funding was utilised to take 30 targeted students in Year 7 to Outward Bound, and to support PP-focused trips to Theatre productions in Performing Arts (over 70% PP), sites of Historical interest (with the entire PP cohort in Year 10 supported for attendance, Geography additional fieldwork (fully funded for PP and aiding the increase in 5+ and 7+ grades), Duhman Massey (creating a local link to our new 'House'), and many others. Additionally, GCSE Art PP students were each funded a high-quality art resource pack for at home, supporting the eventual positive progress result for this cohort even with a temporary art teacher.

### Externally provided programmes

Programme	Provider
English Small-group Intervention	Yipi Yap <a href="#">Yipiyap   The UK's leading provider of in-school support</a>