

Broadway Junior School

Pupil Premium Strategy Statement 2021 – 2024



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 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	Broadway Junior School
Number of pupils in school	2021-2022 = 216 2022-2023 = 231 2023-2024 = 231
Proportion (%) of pupil premium eligible pupils	2021-2022 = 49% 2022-2023 = 50% 2023-2024 = 49%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Walton-Jonas, Headteacher
Pupil Premium Leads	David Walton-Jonas, Headteacher Nicola Walker, Deputy Headteacher
Governor Lead	Rebecca Petrie

Funding Overview

Detail	2021 - 2022	2022 - 2023	2023 - 2024
Pupil premium funding allocation this academic year	£122,705	£147,024	£172,900
Recovery premium funding allocation this academic year	£13,920	£17,496	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£136,625	£164,520	£189,140

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Broadway, our ultimate aim continues to be that we maximise the potential and life chances of each and every child, firstly by their access to inspiring teaching and learning opportunities, but by also ensuring that we enrich their lives through their participation in a diverse range of social and cultural experiences which are embedded in the school's day to day curriculum and which serve as a means of raising future aspirations and building character.

We firmly believe that education is a continuum and strive to equip each child, irrespective of their background, with the necessary fluency in reading, writing and mathematics, along with high levels of confidence and motivation, to prepare them for success at secondary level and beyond.

The challenges faced by all vulnerable pupils, including those who have a social worker, are known to Social Care and/or are young carers, will be considered, regardless of whether they are disadvantaged or not. Providing support for attendance, behaviour and special educational needs aims to improve the attainment of all pupils.

Pupil premium funding, along with Recovery funding, will allow us to support pupils whose education has been worst affected, including subsidising School Led Tutoring (where appropriate). Our 2024 & 2025 cohorts, in particular, have missed a vast portion of direct teaching in their earlier years. These two year groups will be given the best possible chance of success through prioritising resources.

Robust diagnostic assessment will allow us to respond to individual needs and common challenges; this may be school-led or provided by external professionals. Staff at all levels will have the opportunity to further develop their skills in assessment and the teaching of basic skills, in order to deliver accurate interventions effectively.

Wellbeing is at the heart of everything we do at Broadway and is one of our core values. We understand that children need to be present, happy and settled in order for effective learning to take place. We believe that maintaining a successful link with our families and by providing support to them, in addition to our children, is a key contributing factor in academic success, particularly for disadvantaged children.

Challenges

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

Challenge	Detail
1	Cohorts in UKS2 have been heavily impacted by COVID-19 and had subsequently missed many months of 'formal schooling'. A wide scope of social and emotional needs, including academic deficits, mean that class sizes impact the level of support the class teacher can give to each child when supporting their development and individual needs. Staffing plans need careful consideration to negate this as they move through school.
2	The high percentage of SEND children, particularly in 'Cohort 2025', requires additional teaching support in order to provide these children the support and intervention required for them to succeed both socially and academically.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by historic partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations core subjects.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, causing attendance issues and highlighting, in some cases, that parents required support themselves.
6	Lack of enrichment opportunities and experiences throughout the pandemic has particularly affected disadvantaged pupils' social skills, confidence and attainment.
7	Our attendance data over the last three years indicates that attendance amongst disadvantaged pupils is lower than non-disadvantaged.

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 attainment in reading, writing and maths among disadvantaged pupils.	End of KS2 outcomes show that the gap between disadvantaged and non-disadvantaged is reduced/closed. In-school data demonstrates improved attainment for pupils.
Improved reading attainment among disadvantaged pupils.	Improved phonics knowledge among the lowest 20% of children. Pupils, who receive reading support, show an increased reading age by the end of Year 6.
High quality teaching and assessment in all year groups.	Through effective CPD, every subject is taught well. Assessments show that children know more, remember more and can do more. Targeted support/intervention is carried out quickly, following effective diagnostic assessments.
Achieve and sustain improved attendance and reduced persistent absenteeism, particularly for disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • The percentage of all pupils who are persistently absent is less than 10%. • The percentage of persistent absentees who are disadvantaged pupils is less than 55%. • Overall absence for all pupils is less than 5%. The attendance gap between disadvantaged and non-disadvantaged pupils is less than 3%.
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils, including increased levels of resilience and motivation.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Noticeable improvement in dealing with challenges more effectively.
Outcomes for SEND children, particularly those who are disadvantaged pupils, are strong.	External specialists are utilised effectively and the strategies/support they provide enables SEND children to make progress – socially, emotionally and academically. SEND children, particularly those who are disadvantaged, demonstrate clear progress in reading, writing and maths by the end of KS2.

Activity

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

Teaching

2021-2022 budgeted cost = £62,000

2022-2023 budgeted cost = £69,500

2023-2024 budgeted cost = £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in Year 6 (to approximately 20 pupils) every morning.	<p>Reducing class sizes has a small positive impact if numbers are reduced by 8-10 pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>EEF Toolkit – Reducing class size</p>	1
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	<p>Standardised tests 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>EEF – Diagnostic Assessment</p>	1, 2, 3, 4
Purchase further resources to support the teaching of phonics (Read Write Inc. books).	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF – Phonics</p>	3
Enhancement of teaching in all	Supporting high quality teaching is pivotal in improving children's	1, 2, 3, 4

curriculum areas, particularly reading, writing and maths. Fund teacher release to access relevant CPD.	outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. EEF – Effective Professional Development	
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Targeted Academic Support

2021-2022 budgeted cost = £39,064

2022-2023 budgeted cost = £52,700

2023-2024 budgeted cost = £81,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support, including after school provision, will be made available for disadvantaged pupils.	Evidence shows that small group tuition is effective in targeting specific needs and knowledge gaps and can be an effective method to support low-attaining pupils or those falling behind. DfE – School-Led Tutoring Guidance EEF – Small group tuition	4
SENDCo release to support the identification and escalation of the graduated response, where required. This will allow dedicated time to support, and develop, intervention strategies across the school with a focus on mental health/wellbeing where required.	In-school assessments and observations over time have shown that some of our SEND pupils require high quality, structured, targeted interventions to make progress. EEF – SEN in Mainstream Schools	2
Fund CPD for teaching assistants to increase effectiveness of targeted interventions in phonics and maths.	Evidence shows that TAs can provide effective structured interventions when they have received training. EEF – Making Best Use of TAs	3, 4

Purchase online reading and maths programmes, to use in school and at home.	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. EEF – Using Digital Technology to Improve Learning	4
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Wider Strategies

2021-2022 budgeted cost = £35,561

2022-2023 budgeted cost = £42,320

2023-2024 budgeted cost = £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance guidance, including pupil rewards.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE – Improving School Attendance	7
Providing an effective home-school link, including support for parents at home and pupils at school (with regard to attendance, routines, behaviour and attitudes), through the appointment of a Pastoral Support Officer.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF – Parental engagement EEF – Working with Parents to Support Children's Learning	5
Commissioning external specialists to provide support, strategies and intervention for pupils who make little or no progress, such as: Educational	Principles set out in the SEND Code of Practice (Section 6 Involving Specialists). SEND Code of Practice	2

Psychologist, Respite Provision and IMPACT North East Counselling		
Building 'character' and enhancing life skills, enrichment and aspirations, through planned experiences outside of school.	There is growing evidence that the skills of: self-control, confidence, social skills, motivation and resilience are important to children's later outcomes. EEF – Life skills and enrichment	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

2021-2022 total budgeted cost = £136,625

2022-2023 total budgeted cost = £164,520

2023-2024 total budgeted cost = £192,000

Part B: Review

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023 academic year**.

KS2 outcomes for disadvantaged pupils 2023 are detailed below:

	BJS Disadvantaged Outcomes (Dis. National / Gap)	National Non-Disadvantaged Outcomes	BJS Disadvantaged vs National Non
Reading	60% (60.2% / -0.2%)	77.8%	-17.8%
Writing	73.3% (58.1% / +15.2%)	77%	-3.7%
Maths	50% (58.7% / -8.7%)	78.7%	-28.7%
Combined	43.3% (44% / -0.7)	65.9%	-22.6%

Key points arising for disadvantaged pupils (attainment):

Year 6 outcomes 2023

- In reading, there has been an overall decrease in attainment for disadvantaged pupils in 2023 vs 2022 (-4.3%).
- In writing, attainment increased in 2023 vs 2022 (+12.6%).
- In maths, attainment for disadvantaged pupils has remained the same in 2023 vs 2022.

Year 4 MTC 2023

- 20% of pupils overall in Year 4 achieved 25/25.

Key points arising for disadvantaged pupils (attendance):

- 2022-2023 attendance figures indicate that PP overall attendance = 91.78% vs whole school = 95.5%.

What holistic actions are we taking in 2023-2024 to further improve outcomes?

- Staffing in all year groups have been carefully considered to ensure that **pupils access the quality first teaching** that they are entitled to. In Year 6, children will work in **smaller ratios** each morning and receive high quality support from experienced, consistent staff members. The school will **appoint a new SENDCo**.
- There will be increased access to **academic after school clubs** with a focus on raising standards further. The school will continue to offer an **equitable, varied after school offer**, free of charge for families (where some costs are offset by Sports Premium).
- The school will continue to **evaluate and embed the principles of mastery maths teaching** including a bespoke curriculum design inspired by NCETM. All pupils in all year groups will focus on fluency and rapid recall of number facts with a focus on multiplication in Year 4.
- The **implementation of a regular (termly) summative assessment cycle**, utilising gap analysis from Test Base materials (MERiT). Regular pupil progress review meetings will focus on the outcomes of pupils and their best next steps.
- A thorough **review of the school's teaching practices** will inform Senior Leaders' priorities for 2023-2024 where a robust cycle of monitoring and evaluation will take place, supported by LA (where appropriate).
- A review of the school's attendance systems will take place. We will **strategically deploy the school's Pastoral Support Officer**, so that we are in a better position to both support and challenge families.
- We will utilise funds to better support those most vulnerable. Where children require specialist support – via The Link School, for example – we will ensure that this **intervention is both swift and appropriate**.
- Staff will receive **ongoing CPD** in relation to mental health/wellbeing support so that we are in a better position to support pupils therapeutically and with careful consideration for ACEs. The school will embark on the Silver Mental Health Charter Mark.
- Subject Leaders will have **dedicated time** for the activities that they need to complete in order to raise standards in all areas of the curriculum. The school will embark on the Artsmark and Primary Science Quality Mark (PSQM).
- The school will appoint an **additional HLTA** where a gap in the staffing structure has become apparent. There will be an increased focus on outdoor learning which will, again, increase and improve the school's overall curriculum offer (e.g. Forest School).
- **Enrichment and Rewards:**
 - The school's offer during unstructured play will be improved. We will liaise with external partners (e.g. OPaL) to further develop the school grounds. Subsequently, we will provide additional 'reasons' for children to 'want' to come to school.
 - The school will embed a weekly awards assembly where achievement of all kinds will be recognised and publically celebrated – a range of prizes will be available for children to choose from.
 - Each year group will continue to attend an off-site visit, termly. A minimal voluntary contribution is requested (£5 per visit per child). Children in Year 6 will

have the opportunity to visit Derwent Hill (residential). The school will continue to engage with a range of external providers, and visitors.

- Music tuition will continue to be delivered to every year group and all children will have the opportunity to learn a new, musical skill. The school will achieve the Music Charter Mark.

External 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 Table Rock Stars (TTRS)	Maths Circle
Sumdog	Sumdog
Accelerated Reader	Renaissance
Reading Plus	Reading Plus
Purple Mash	2 Simple