

Broadstone Middle School

Pupil premium strategy statement

At Broadstone Middle school our aim is to ‘prepare children for a life well lived’. To that end we are passionate about developing the ‘whole’ child. We intend to use pupil premium and recovery premium (2022-2023) to support in 4 key areas. We refer to these areas as our ‘4 pillars’ as they underpin the foundation for a successful life.

1. Knowledge Acquisition
2. Developing self-agency
3. Taking positive action
4. Preparation for work

School overview

Detail	Data
School name	Broadstone Middle School
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	19.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dawn Wilks Executive Headteacher
Pupil premium lead	Donna Whittaker Pupil Premium Lead
Governor / Trustee lead	Heather Maddox lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,535
Recovery premium funding allocation this academic year	£31,298
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,833

Part A: Pupil premium strategy plan

Statement of intent

At Broadstone Middle School, it is our aim to prepare children for **'a life well lived'**. Therefore, children should have access to high-quality education, irrespective of their background, personal circumstances or prior experiences. We believe that all students can achieve. Due to their financial circumstances, some students are considered to be at a disadvantage compared to their peers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school and do not subscribe to assumption bias.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate reading and numeracy levels below chronological age for many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally do not have as many opportunities to read at home and to read for pleasure. This affects their development of vocabulary and therefore their writing.
3	Attendance of a few disadvantaged families has a detrimental effect on their learning opportunities
4	Assessments, observations and discussions with pupils and teachers indicate that disadvantaged pupils are not making progress in line with their peers.
5	Assessments, observations and discussions with pupils, teachers and parents indicate that disadvantaged pupils do not have the same level of social and cultural capital as their peers. This is particularly obvious given our specific catchment.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem.
7	Our observations and discussions with pupils and families have identified that parental engagement and support is not as robust for many disadvantaged pupils. This puts them at further disadvantage as they progress through the curriculum.

8	Our assessments and observations identify that disadvantaged pupils arrive on entry with lower attainment than non-disadvantaged pupils.
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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
<p>KNOWLEDGE ACQUISITION</p> <p>To improve reading ages for all pupils</p>	<p>Reading progress for disadvantaged pupils will be in line with peers or better.</p>
<p>KNOWLEDGE ACQUISITION</p> <p>Develop Retrieval practices</p>	<p>Pupils will use retrieval practice effectively. A comprehensive programme of both spaced and interleaved retrieval will allow pupils to effectively secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Ability to articulate effective cognitive strategies that they have used to help support their learning.</p>
<p>KNOWLEDGE ACQUISITION</p> <p>Scaffolding and Challenge pitched appropriately to ensure progress</p>	<p>Using SOLO taxonomy, staff will be able to clearly understand and articulate the cognitive journey a pupil will go through. This will allow them to be able to pitch learning effectively to both scaffold novice and capable learners and to stretch proficient learners.</p> <p>Hattie's research regarding SOLO taxonomy and the positive impact.</p>
<p>SELF AGENCY</p> <p>Develop metacognitive strategies for children</p>	<p>Develop Metacognitive practices across the school. Pupils in KS2 will use retrieval practice effectively to secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn.</p> <p>Pupils will be more aware of themselves as a learner. They will experience a wide range of different cognitive strategies and will be able to articulate what cognitive strategies are more effective for them in what situations. In KS2 and KS3 pupils will be able to articulate aspects of self- regulation.</p>
<p>PREPARATION FOR WORK</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Persistent Absenteeism to be in line with peers</p> <p>Robust support programme in place for families where needed</p>
<p>PREPARATION FOR WORK</p> <p>To allow children to take more responsibility.</p> <p>To offer pupils the opportunity to develop skills and take part in extra-curricular activities.</p>	<p>Develop professional development roles allowing pupils to take responsibility across the school community.</p> <p>Ensure that children are given access to a range of extra- curricular activities in order to develop skills and interests.</p>

<p>TAKING POSITIVE ACTION</p> <p>To achieve and sustain a supportive programme for parental engagement and support</p>	<p>Parents will engage with the school and their children’s learning</p> <p>A substantial programme of support materials will be in place and available for parents</p>
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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 to raise achievement

Budgeted cost: **£26,807.42**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Analysis of GL baseline data from previous year to identify misconceptions in PP pupils that will inform teaching and learning. Moving forward using NFER and reading age test.</p>	<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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 4, 8</p>
<p>Develop Metacognitive practices across the school. Pupils in KS2 will use retrieval practice effectively to effectively secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn.</p>	<p>EEF research on metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>John Hattie’s Research https://www.activelylearn.com/post/metacognition</p>	<p>1,2,3</p>

<p>Develop Retrieval Practices to align with best research practice Improved retrieval scores Ability to articulate effective cognitive strategies.</p>	<p>EEF Research https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Rosenshine’s Principles of Instruction</p> <p>Tom Sherrington Rosenshine’s Principles in Action (2019)</p> <p>DT Willingham Why Students Don’t Like School? (2009)</p>	<p>1,2,3</p>
<p>Ensure scaffold and challenge is pitched appropriately to ensure all pupils make progress. Using SOLO taxonomy, staff will be able to clearly understand and articulate the cognitive journey a pupil will go through. This will allow them to be able to pitch learning effectively to both scaffold novice and capable learners and to stretch proficient learners.</p> <p>Each teacher to partake in regular 1:1 session discussing PP/SEND children within class. Unpicking barriers and addressing Ways In to support progress.</p>	<p>Hattie’s research regarding SOLO taxonomy and the positive impact.</p> <p>SOLO Taxonomy for Deepening the Learning Journey Teaching Times</p>	<p>1,2,3</p>

Targeted academic support

Budgeted cost: **£118,795.94**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support 2-3 sessions of reading a week.</p>	<p>Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted reading interventions have been shown to be more effective when delivered as regular sessions.</p> <p>Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>To provide smaller class sizes across KS3 and smaller groupings for Maths and Literacy in KS2.</p>	<p>Evidence suggests that smaller class sizes has an impact on reducing the attainment gap.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 6, 8</p>
<p>To provide consistency of teacher within KS3 for disadvantaged pupils who can forge strong relationships.</p>	<p>Hattie and His High-Impact Teaching Strategies: A Summary (evidencebasedteaching.org.au)</p>	<p>4, 6, 8</p>

Wider strategies

Budgeted cost: **£23,304**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide holistic support for PP pupils to enable students to access learning.</p> <p>Youth worker Pastoral support Behaviour support</p>	<p>Issues that schools are now expected to deal with are increasingly complex and serious. We need to ensure that we have the right training to be able to ensure that we can meet the needs of our most vulnerable students.</p> <p>The DfE guidance, Promoting children and young people’s mental health and wellbeing, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system.</p>	<p>5, 6</p>
<p>To improve attendance for PP pupils. Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance. Target for attendance of PP pupils is no more than 1% below that of their non PP peers PA for PP pupils is no more than 3% above that of their non PP peers</p>	<p>Research identifies clear link between attendance and achievement. Poor attendance also impacts on social development and friendship groups</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3, 5, 7</p>
<p>Parental engagement through focus groups as most are keen to support their child’s learning, but they seek more support from us to do so. Methods in maths is a common talking point. A simple video modelling an approach created by the class teacher or a pupil and uploaded on to the learning platform (with parents given access) to secure engagement.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. It can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>
<p>Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.</p>	<p>To open up and develop home/school communication- focusing on the impact of the money on the child’s overall education. To foster a collaborative approach with PP families and positive relationships. To ensure pupils have the ability to access opportunities and experiences.</p>	<p>5, 7</p>

	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	
To equip children with the resources they need to access learning and continue to make progress in their home studies	To ensure the children feel a valued member of the school community.	5,7
To inspire learners to pursue learning in their own areas of interest or strengths.	To develop our knowledge of each individual Pupil Premium child and support them to engage in extended learning opportunities and have a lasting affect towards their motivation and passions. To provide “UBC” opportunities.	5,6,7
To allow children to take more responsibility within school. To develop a personal development programme of activities around the school that allows the children to work within the school community to feel valued.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	5, 6
To offer pupils the opportunity to develop skills and take part in extra-curricular activities.	To create a programme of a wider range of extra-curricular activities that all children can take part in to build new skills, resilience and for them to feel valued. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	5, 6

Total budgeted cost: £168,907.36

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.

Please see Pupil Premium Strategy 2021-2024 for more details.

We have used attendance data, standardized test scores and self-evaluation processes to measure the success of the previous plan.

In reading across the school based on assessment 75% of the pupil premium children made expected or higher and of those pupils 25% made higher than expected progress.

The impact of an extra teacher in ks2 from January was effective, as the children had personalised, individualised lessons based upon gaps in their learning. Pupil Premium children who were performing below chronological age had targeted reading support sessions throughout the week and this again aided their progress.

As a result of staff recruitment and training, we have been able to support pupils with behaviour and pastoral issues, working closely alongside the families. As a result of the input with staff training the impact on the progress of the children to learn and retain key knowledge was positive.

Staff training across the curriculum and development of progression maps has been key in identifying gaps in the children's learning of key knowledge and how to best support them through metacognitive strategies and by ensuring pitch and challenge is appropriate for all pupils has been successful in helping vulnerable learners to retain key knowledge. This is an area we are continuing to build upon.

In order for our pupil premium children to feel a valued member of the community, families were offered a financial subsidiary to spend on areas that would develop their child's learning. This was effective as many pupils accessed opportunities they wouldn't have been able to through this process.

We had planned to create focus groups to enhance our parental engagement; however, with the long-lasting effects of COVID we have not been able to make as much progress within this area as we would have like.

Attendance outcomes did not improve as much as we would have liked and this was negatively impacted through COVID. Whilst we had taken steps to improve support for our vulnerable families in regards to attendance this was not as successful as planned.

Externally provided programmes

Programme	Provider

Service pupil premium funding

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

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:

- 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.