

# Pupil premium strategy statement – Broadwalk Green PRU

This statement details our school’s use of pupil 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 throughout the year 2023 - 2024	
Proportion (%) of pupil premium eligible pupils	Overall: Year 7: 100% Year 8: 93% Year 9: 83%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Olwyn Naylor, Head teacher
Pupil premium lead	Kylie Barry/ Janet Stocks – SENDCO and SENDCO support
Governor / Trustee lead	Sue Woodgate

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9522
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£43,122</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Broadwalk Green, all staff are invested in our school Mission Statement. **'We are committed to providing a safe, caring environment where you all thrive academically, socially and emotionally. We offer you a nurturing environment where everyone feels valued and supported. Our school community values integrity, diversity and personal growth. Together, we strive to bring out the best in each other, ensuring that everyone maximizes their potential as fully as possible for their future journey'**

Our Pupil Premium cohort has a diverse range of pupils; our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and feel successful within our school community.

Our Pupil Premium strategy prioritises high quality teaching and learning, purposeful academic intervention and wider approaches in order to remove barriers for all pupils. Specifically, we will do this by focusing on Professional Development and Interventions linked to Quality First Teaching, SEND and Literacy.

We know the best place for pupils to be is in the classroom with their teacher, so we prioritise quality first teaching by focusing on CPD for staff. This develops pedagogy and supports the implementation of our evidence informed Teaching and Learning principles, which support teachers to maximise learning. We use assessment to identify improvement priorities, address areas of underachievement and adapt curriculums.

We want all pupils to access our knowledge rich curriculum with equity so that they feel successful and develop their understanding of each subject. As a result of this, we have developed oracy and reading because closing the language gap supports closing the disadvantage gap.

As part of our wider strategies offer, some pupils may need support outside of the classroom however there is always a clear rationale for doing so. Pupils are selected for targeted intervention to ensure they flourish in school. Where possible, we will do this as early as we can. This is especially evident in the strategies to address attendance, to support pupils' mental health and wellbeing and our implementation of 1-2-1 catch up to support pupils who have found the last three years especially hard, regardless of whether or not they are disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance data for the last academic year indicates that attendance among disadvantaged pupils was 6.6% higher than that of non-disadvantaged pupils. In the current academic year disadvantaged pupils' attendance is currently tracking at 5.6% lower than that of their peers.
2	English attainment of our pupils is considerably lower than that of most pupils in mainstream (there is not a correlation between PP or non PP) and teacher diagnostic assessments in English and other Literacy based subjects suggest that pupils are struggling to produce extended writing
3	Pupil and parental voice, observations and discussions with all stakeholders have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. These challenges particularly affect disadvantaged / excluded pupils' well-being and attainment.
4	Following the disruption experienced during the last three academic years as well as being permanently excluded from school, a significant proportion of disadvantaged pupils are reading below their chronological age, some significantly below their chronological age. This is preventing pupils from accessing some aspects of the curriculum to the best of their ability.

## 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
Disadvantaged pupils will be able to know, understand and do more, particularly in the core curriculum	Pupils will be able to articulate their knowledge and understanding verbally and their books and samples of work will show that they have a secure knowledge and understanding. This will be particularly evident in extended writing, across the curriculum, but especially in English. Their performance in assessments will improve towards being in line with their non-disadvantaged peers nationally and in school
The attendance of our pupils is good and in line with that of their peers in school ensuring that they access the curriculum and wider opportunities	Persistent absence for all pupils, but particularly for identified groups of pupils where there has been a developing trend, improves towards that of their peers. Attendance overall means that a high percentage of our pupils improve their attendance from their last term in mainstream.
All pupils' wellbeing is supported effectively, but disadvantaged pupils in particular have access to a range of supports that ensure they are able to thrive and access the curriculum and enrichment	Pupil, parent and carer voice indicates that they are effectively supported Suspensions and exclusions for our pupils reduce year on year.
All pupils, particularly SEND and disadvantaged, will have an improved level of skill in reading and this ensures that they can access the curriculum more thoroughly.	The proportion of all pupils, who are reading at or above their chronological age increases. Pupil voice on reading culture and reading interventions is positive. Disciplinary reading is effectively embedded in all subjects and is in evidence in a rich and challenging curriculum that supports more rapid progress for all learners.

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to raise attainment through consistently high quality wave 1 teaching &amp; learning through effective professional development opportunities for all staff, in particular ECTs and the English Department</p>	<p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF The EEF Guide to Pupil Premium 'Disadvantaged pupils are disproportionately affected by the quality of teaching' DfE, Supporting the attainment of disadvantaged pupils 2015.</p>	<p>1, 2, 4</p>
<p>To improve teaching of disciplinary literacy and ensure it is coherently aligned with curriculum development so that pupils can deepen their understanding in all subjects. Training for some TAs on corrective reading and Elklan training for 2 TAs</p>	<p>80% of pupils with an attendance of 80% or greater make accelerated progress in their reading from baseline. Progress is increased in other areas of the curriculum.</p>	<p>1, 2, 4</p>

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

Budgeted cost: £10,000

-	Evidence that supports this approach	Challenge number(s) addressed
To provide a programme of one to one bespoke intervention to support pupils with Reading through engagement of tutoring 1-2-1/ small group	Diagnostic testing underway. Corrective reading will be piloted with our lowest 20% readers.	1, 2, 3
Improve the reading ability of all identified pupils, including disadvantaged pupils, through a programme of one to one instruction, paired reading and small group guided reading allowing pupils to deepen their learning across the curriculum.	“There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling pupils.’ EEF The EEF Guide to Pupil Premium ‘Reading, writing, speaking and listening, are at the heart of every subject in secondary school. Focusing time and resources on improving reading and writing skills will have positive knock on effects elsewhere, whether that’s being able to break down scientific vocabulary of structure a history essay.’ EEF Improving Literacy in Secondary Schools. 2019	1, 2, 3, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the mental health and well-being of all pupils, but especially those who are most disadvantaged to enable them to develop the motivation and resilience needed to achieve their potential in school, attend school regularly to ensure they are able to maximise their learning and achieve the best possible outcomes</p>	<p>‘The health and well-being of children and young people contributes to their ability to benefit from high quality teaching and learning and to achieve their full academic potential.’ Public Health England The Link between pupil health and wellbeing and attainment. 2014</p> <p>We offer an offsite activities programme to help with resilience and to widen their knowledge.</p>	<p>1, 2, 3</p>
<p>To raise awareness and understanding in pupils and parents, particularly those who are disadvantaged, of the importance of good attendance as a vehicle for improving pupil well-being and outcomes.</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.’ EEF Working with Parents to support children’s learning Report. 2018</p> <p>Sometimes we need to offer additional support in the form of taxis / escorting pupils on buses etc</p>	<p>1, 4</p>

**Total budgeted cost: £35,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our FSM data shows that our school consistently has a high percentage of disadvantage.

	2021-2022	2022 - 2023	2023 - 2024
% Pupils eligible for FSM	78.9%	81%	87.5%
% National Pupils eligible for FSM	19	21	23

### Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date	RAG
Pupils make at least expected progress in literacy with a high percentage making better than expected progress.	Closure in the progress of pupils compared with their peers in mainstream. A vast majority of pupil premium pupils will make better than expected progress thus closing the gaps between PP and non PP pupils.	April 2024	
Improve reading performance of PP pupils	All PP pupils with good attendance make at least good progress in reading with no pupils making less than average.	April 2024	

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date	RAG
To improve attendance and behaviour of pupils allocated PP	Fewer behaviour incidents recorded for these pupils Robust and supportive behavioural intervention plans to be in place for these pupils. Overall attendance for pupils eligible for PP to improve on their previous school's attendance with the ultimate aim to achieve 95% or above.	April 2024	This is always a challenge due to our transient population, improvements on behaviour made by most.
Aim for all PP pupils that live more than 3 miles away to be able to travel to school on school transport and home on public buses where appropriate. For some pupils to travel independently both ways	Pupils with PP are able to travel independently on buses in preparation for a return to mainstream or specialist provision.	April 2024	
Support for enhanced curriculum activities including	All pupils able to share their experiences and develop	April 2024	



BOLT and PE by engaging in the D of E programme, funded by the school, a small number of pupils access therapeutic Aps such as horse and dog therapy.	social skills that will stay with them for life		
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At Broadwalk Green, we will continue to do everything we can as a school to close the disadvantage gap and give every pupil opportunity to succeed aligned to improving attendance, SEND, Literacy and the Quality of Teaching and Learning.

Attendance is currently above national average for secondary PRUs nationally. We have seen an 9% improvement from the year previous. We want every pupil to succeed at Broadwalk Green and as there is a link between good attendance and improved attainment this will continue to be an area of focus.

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>