

Pupil premium strategy statement – 2021/22 - 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Academy
Number of pupils in school	692
Proportion (%) of pupil premium eligible pupils	36.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Mr Mark Tipler
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 230,442
Recovery premium funding allocation this academic year	£ 29,696
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£ 260,138

Part A: Pupil premium strategy plan

Statement of intent

At Broadoak Academy (BA), our objectives for disadvantaged students align with the Cabot Learning Federation intent and values. We intend to use the Pupil Premium funding to help improve the life chances of our students who have experienced disadvantage and to support them in achieving outcomes that are at least in-line with their peers both locally and nationally.

At BA, our objectives include:

- Attendance for disadvantaged students is in-line with non-disadvantaged students and above national average.
- Students who have experienced disadvantage will feel a sense of belonging at various levels within the academy.
- The taught and wider curriculum will prioritise students who have experienced disadvantage to ensure that they make progress at least in line with their peers.
- Quality first teaching so that students who have experienced disadvantage achieve outcomes in line with or exceeding their non-disadvantaged peers.
- Ensuring that literacy underpins learning in all our classrooms, and we explicitly focus on improving reading, particularly for children from disadvantaged backgrounds. All students should leave as functional readers. There should not be gaps between reading performance of disadvantaged students and their peers when they leave BA.



Challenges

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

Challenge number	Detail of challenge
1	During the academic year 2021-22 the attendance of students who have experienced disadvantage was 8.8% lower than their peers.
2	Pupil Premium progress is below national levels with students making -0.73 progress in the last 2019 published results. This was -0.28 lower than the national average for disadvantaged students.
3	On average, disadvantaged students have lower levels of reading (compared to the rest of the BA cohort) on entry and do not often undertake wider reading. Reading ages average 5.5 months less on entry than non-disadvantaged students.
4	Exclusions. The number of students who has experienced disadvantage are currently over-represented in exclusion figures.
5	Quality of Teaching and Learning. Post lockdown, the active engagement in learning of students who have experienced disadvantage was reduced and less than their non-disadvantaged peers (desktop truancy)

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
Attendance for disadvantaged students is in-line with non-disadvantaged students and above national average.	Student attendance is at least 95% with minimal gaps between groups. Persistent Absence is below national with minimal gaps between groups.
Attainment for students who have experienced disadvantage will in-line with their non-disadvantaged peers.	Our academy headline figures are: p8 +1; 70% of students achieve 9 – 5 in English and Mathematics; All subjects achieve 70% 5+. There are minimal gaps between groups and cohorts.
Disadvantaged students leave the Academy as functional readers with a standardised reading score in line with the national average.	All Year 11 students leave BA as functional readers. Every child leaves the academy with a standardised reading score above 100.
Exclusions. The number of students who has experienced disadvantage who are excluded will reduce and not be over-represented in academy figures.	Exclusion figures across the academy will reduce, particularly for students who have experienced disadvantage, compared to their peers.
Quality of Teaching and Learning. Students are regularly held to account for their learning. Students are supported to access learning that focuses on quality first teaching.	Students are questioned throughout lessons, all engage in the process and are able to explain their learning. Students will have silent components of their lessons to retrieve previous lesson learning and demonstrate learning – deliberate practice.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Assistant Principal – Teaching and Learning	<p>Sutton Trust: The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</p>	5 & 2
Associate Assistant Principal – Raising Attainment	<p>Co-ordination of appropriate interventions with a particular focus on Year 11 students.</p> <p>Education Endowment Foundation: small group tuition +4 months</p> <p>Education Endowment Foundation: Mentoring +2 months</p>	2

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

Budgeted cost: £136,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Mentoring</i> Academic coaches to support with small group intervention and mentoring of Year 11 students.</p>	<p>Education Endowment Foundation: Mentoring +2 months</p> <p>Recovery funding supporting this aspect.</p>	<p>1 & 2</p>
<p><i>CEAIG mentoring</i> To support students to have and realise future aspirations; providing targeted and specific students to secure pathways and eliminate number of NEETs.</p>	<p>Education Endowment Foundation: Mentoring +2 months</p>	<p>1 & 2</p>
<p>6 x Learning Support Assistants 6k notional schools budget</p>	<p>Education Endowment Foundation: Teaching Assistant Interventions +4 months</p> <p>Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p>	<p>2 & 4</p>

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

Budgeted cost: £142,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>EWO</i> Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education.</p>	<p>Education Endowment Foundation: Parental engagement +3 months</p>	<p>1</p>
<p><i>4 x Assistant Heads of House</i> Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education.</p>	<p>Education Endowment Foundation: Parental engagement +3 months</p>	<p>1</p>
<p><i>Extra-curricular</i> Programme of extra-curricular opportunities for all students to access.</p> <ul style="list-style-type: none"> • Sports Clubs • Productions • Subject clubs <p>To develop aspirations and sense of belonging.</p>	<p>Education Endowment Foundation: Extending school time +2 months</p> <p>Education Endowment Foundation: Sports participation +2 months</p> <p>Education Endowment Foundation: Art Participation +2 months</p>	<p>1 & 2</p>

<p>The opportunity to bring some extra-curricular / enrichment choice into the timetabled school day would provide every student with access and opportunity to develop in their area of interest, meet other students, develop their sense of self and belonging to a group/team.</p>		
<p><i>Associate Assistant Principal – Behaviour.</i> Implement approaches to developing a positive academy ethos to support improving behaviour across the whole academy which also aim to support greater engagement in learning</p>	<p>Education Endowment Foundation: Behaviour Interventions +3months</p>	<p>4</p>
<p><i>Heads of House contribution to salary.</i></p>	<p>Education Endowment Foundation: Behaviour Interventions +3months</p>	<p>4</p>

Total budgeted cost: £ 308,638

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Objective: To improve the progress and attainment for PPG students to achieve in line with their peers.

1. To develop a culture of high levels of care for all PPG students

- Effective use of EWO and AHOH to support families. Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education. Particularly following the lock-down period additional support was required to facilitate some vulnerable students coming back into the academy. This is demonstrated in the number of students with 0% attendance reducing from 31 students in March 2020 to 9 in April 2020 and 3 in June 2020.
- Aim to support students to have and realise future aspirations; providing targeted and specific students to secure pathways and eliminate number of NEETs. 100% of students in Year 11 had the opportunity for independent careers advice regarding their next steps in education.
- A universal breakfast club offers the opportunity for students to have breakfast at the start of the day and be alert and not hungry when they attend their lessons. Uptake has been low since moving out of bubbles, however a deal has been made with Fareshare and this provision will be re-launched. The pupil premium supports this initiative through staffing and material costs.

- Two School Counsellor's are employed to support student trauma and upset, building resilience and strategies to support long term, particularly managing self and emotions, allowing them to stay in school and access education. Additional funds have been used this year to increase the capacity to support the additional impact of the pandemic. This has supported many students in managing their mental health, accessing the external services that they need and to improve their attendance in the academy.
 - The Pupil Premium is used to cover 60% of the salary for our non-teaching Assistant Heads of House.. These colleagues provide pastoral care to all students. They are also members of the attendance team and time is allocated in their day to call home to all pupil premium students who are not attending on that particular day to support their return to the academy as soon as possible. This has led to a closing of the PP/non-PP gap from 8.8% to 6.5%.
- 2. To fully embed a curriculum culture of high expectations for all PPG learners**
- Professional Development has been regularly provided and engaged with to support the development of high-quality teaching for PP pupils the day-to-day interactions that take place in and out of the classroom and the different pedagogical approaches used to engage, motivate and challenge learners are vital. Consideration was also given through timetabling to ensure that classes with high numbers of PPG had access to teachers with best track record.
 - The pupil premium has supported the BA reading programme. 4 days a week tutors read out aloud a book to students during tutor time, developing the students grasp of language and exposure to language.
 - Through the funding of the HLTA and LSA's the pupil premium has been used to support all students who need access arrangements have them. Year 11 and Year 10 are all assessed and appropriate interventions/support put in place as the students normal way of working, this includes the purchasing of specialist equipment. This supports their preparation for and performance in all assessments/exams.
- 3. To raise the profile of PPG students across the academy**
- The pupil premium has been used to fund the additional working hours for the development of a Pupil Premium Passport for every student who has experienced disadvantage. These in turn have better allow class teachers to know their PP students, to understand their needs and plan specific interventions to support their learning. This has demonstrated impact in the increased knowledge and understanding of who and how to support PP students.

- Pupils who qualify for the Pupil Premium are deliberately prioritised in all opportunities and staff must ensure an over-representation in all appropriate areas. The Pupil Premium has been used to financially support student access to these opportunities.

4. To remove logistical barriers for PPG students

- The pupil premium has also been used to support FSM/PP students who do not have full, complete uniform where appropriate to remove this barrier to learning and attending school as well as supporting their self-esteem. This has also supported a raise in uniform standards across the academy.
- The Pupil Premium had been used to ensure that all students (particularly in KS4) have all the materials they need to be successful. Providing parity with peers.
- The Pupil Premium has been used to support access for students to extra-curricular opportunities and to build additional cultural capital.

5. To ensure that all students who should be identified as PPG to be so.

- We supported parents/carers with FSM applications where they needed it. We made direct contact with parents where we knew their circumstances had changed which led to additional applications being made and successful. An incentivised draw led to 50 FSM applications being made and over 20% being successful. This was supported and funded through staffing costs linked with the pupil premium.

Externally provided 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
National Tutoring Programme	Brilliant Club Tutoring

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Pupil Premium Strategy 2021-2024

Objective: To improve the progress and attainment for PPG students to achieve in line with their peers.

Strategy	Tactics		Notes
To develop a culture of high levels of care for all PPG students	Behaviour	Implement approaches to developing a positive academy ethos to support improving behaviour across the whole academy which also aim to support greater engagement in learning	ST: Behaviour Interventions +3months MAT/MJB/RHO
	Attendance	Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education. Effective use of EWO and AHOH to support families.	ST: Parental engagement +3 months MAT/HOH/Attendance Team
	Homework	Implementation of the homework strategy in the academy to ensure provision best supports the learning of all students.	ST: Homework (secondary) +5 months JCO

	CEAIG	<p>Careers/College appointments:</p> <p>To support students to have and realise future aspirations; providing targeted and specific students to secure pathways and eliminate number of NEETs.</p> <p>Post 16 provider access: Representatives from any local post-16 provider can attend BA on a Monday lunch time to talk to students interested in better understanding the offer available to them</p> <p>WIN Project: To expose students from disadvantaged backgrounds to the possibility of HE through workshops, visits and small group work. Raising aspirations of the students and families involved.</p> <p>Insight Into Apprenticeships: Opportunity for 15 PP students to develop a greater understanding of the workplace, different apprenticeships that are available and to interact with employers. Year 9.</p>	<p>PPG students prioritised for Careers appointments, college/6th form information appointments.</p> <p>ST: Mentoring +1 month</p> <p>Afterschool sessions +2 months</p> <p>Careers Lead / MAT / Heads of House</p>
	Breakfast Club	<p>Children who come to school hungry are likely to find that they are able to engage less with the learning and be more distracted/less attentive than their peers.</p> <p>A universal breakfast club would offer the opportunity for students to have breakfast at the start of the day and be alert and not hungry when they attend their lessons.</p>	<p>ST: Behaviour Interventions +3 months</p> <p>MJB</p>

		This will support the reduction of pupil hunger, raise punctuality to school, support the development of pupil relationships with each other and adults have a positive effect on their ability to learn.	
	Extra-curricular	<p>Programme of extra-curricular opportunities for all students to access.</p> <ul style="list-style-type: none"> • Sports Clubs • Productions • Subject clubs <p>To develop aspirations and sense of belonging.</p> <p>The opportunity to bring some extra-curricular / enrichment choice into the timetabled school day would provide every student with access and opportunity to develop in their area of interest, meet other students, develop their sense of self and belonging to a group/team.</p>	<p>ST: Extending school time +2 months</p> <p>Sports participation +2 months</p> <p>Art Participation +2 months</p> <p>CSM/MAT/Faculty Leaders</p>
	Period 7 sessions	<p>P7 classes after school. Possible holiday revision sessions to prepare for external exams.</p> <p>Additional communication / encouragement with PP students to support attendance.</p>	<p>ST: Afterschool sessions +2 months</p> <p>Small group tuition +4 months</p> <p>NFO/HOH</p>

	Staffed Homework clubs	H/W opportunities for all students supported by LSAs. Available for students who find H/W difficult or access to H/W a challenge. Access to resources, printers, computers etc.	ST: Homework +5 months Small group tuition +4 months MAT / SST
	School Counsellor/s	The School Counsellor's are employed to support students who are/have experienced trauma and upset, in building resilience and strategies to support long term, particularly managing self and emotions, allowing them to stay in school and access education.	ST: Social and Emotional learning +4 months MAT
To fully embed a curriculum culture of high expectations for all PPG learners	High quality teaching	To ensure high-quality teaching for PP pupils the day-to-day interactions that take place in and out of the classroom and the different pedagogical approaches used to engage, motivate and challenge learners are vital. It relies on assessment and feedback to identify gaps and help students to move on in their learning. It is important to provide both support and challenge in order to enable them to achieve more.	ST: Feedback +8 months Individualised Instruction +3 months JCO/DMC

	Improve reading	<p>BA reading programme. 4 days a week tutors read out aloud a book to students during tutor time.</p> <p>Creating oral and auditory opportunities for students to build on vocabulary.</p>	<p>ST: Oral language interventions + 5 months</p> <p>Phonics +4 months</p> <p>JEP</p>
	Ensure effective use of SEND/access arrangements	<p>Ensure that all students who need access arrangements have them. Year 11 and Year 10 priority. This supports their preparation for and performance in all assessments/exams.</p>	<p>ST: Teaching assistants +1month</p> <p>BGW</p>
	Improve assessment readiness	<p>Programme of exam preparation in place through PSHCE and tutor session in run up to all PPE's and exams. Establishing a routine when preparing for exams will support students in performing to the best of their ability.</p> <p>Parent information evenings to support parents in preparing their child for exams.</p>	<p>ST: Not evidenced by ST</p> <p>NFO/CSM</p> <p>ST: Parental Engagement +3 months</p>

	Deployment of staff to meet need	Consideration given through timetabling to ensure that classes with high numbers of PPG have access to teachers with best track record.	ST: Not evidenced by ST KLF/HOF's
To raise the profile of PPG students across the academy	Identification with in class/groups/	All PPG students to be known by their class teachers. Students can be identified by class teachers and strategies to support are known and understood. Pastoral leads know who their PPG students are and actively seek to promote these students and provide opportunities for them.	CSM/MAT / HOH / all teachers
	PPG Pupil Passports	All PPG students without a current SEND passport will meet with a member of the team to complete. Focus on learning behaviours, aspirations and potential next steps. Also, opportunity to identify and discuss work environment at home and access to resources.	MAT /SST
	Staff briefing slides	To support with identification and staff knowledge of PPG students. Slide used in every staff briefing identifying a small number of PPG students and their areas of strength and interest.	MAT

<p>To remove logistical barriers for PPG students</p>	<p>Food</p>	<p>Availability of breakfast for FSM students to ensure that they are 'Ready to Learn'.</p> <p>Improved punctuality and attendance for FSM students.</p> <p>Safe place for vulnerable students before the start of the Academy day.</p> <p>Opportunity to have a healthy breakfast in keeping with our values and supporting concentration levels throughout the day. (Fare Share contract opportunity)</p>	<p>Breakfast provided to any student free of charge to ensure food at the start of the Academy day.</p> <p>Students, particularly FSM are regularly encouraged to attend.</p> <p>Year Teams to direct students towards the provision.</p> <p>ST: Not evidenced by ST</p>
	<p>Uniform</p>	<p>FSM/PP students who do not have full, complete uniform are supported where appropriate to remove barrier.</p> <p>Compliance with Academy uniform policy.</p>	<p>Students with high levels of need, from families who have financial difficulties are supported with uniform where appropriate.</p> <p>Increase in inclusion and removes a significant barrier to learning.</p> <p>ST: Uniform +0 months</p>

	Revision Materials	Ensuring that all students (particularly in KS4) have all the materials they need to be successful. Providing parity with peers.	MAT / CSM / NFO
	ICT access / provision	To ensure that all students have access to ICT enabling access to homework. Use of DfE laptops to ensure access for all.	ST: Digital Technology +4 months MAT
	Music Lessons	To provide support to PP students to access Music lessons if they wish to, ensuring that finances are not a barrier to participation.	ST: Arts participation +2 months
	Food Tech Ingredients	Ingredients provided for PPG students to ensure that they can access and participate in practical technology lessons.	DT