Pupil premium strategy statement – Broadwater School

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 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	663
Proportion (%) of pupil premium eligible pupils	128 pupils, 19%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023/24, 2024/25, 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Lizzi Matthews Simon Allen
Pupil premium lead	Nathan Smith-Rogers
Governor / Trustee lead	Simon Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,480.
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 12579
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*	£145,059

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to ensure the progress of disadvantaged students matches that of our non-disadvantaged and exceeds the achievement of non-disadvantaged students nationally. They will not be faced with cognitive overload and learning will be mastered through the use of spaced repetition.

The language gap is the disadvantaged gap. Therefore, our biggest challenge is to ensure that disadvantaged pupils have access and exposure to tier 2 vocabulary, which will be explicitly taught in the classroom until mastery is achieved. During the period of our current strategy plan we will focus on this language gap, as well as the other challenges which are preventing our disadvantaged pupils from achieving well: poor attendance, particularly at period 6, poor knowledge of and access to revision strategies and resources, poor engagement with homework.

Our expectation is that all pupils, irrespective of background or the challenges they face, achieve well across the curriculum.

The approaches we have adopted will work together to help our disadvantages pupils excel. To ensure they are effective we will:

- Monitor the progress of disadvantaged pupils across all subjects, acting early to intervene
- Employ a clear strategy in all classrooms for vocabulary acquisition
- Expose all pupils to at least 6 texts from the literature 'cannon' per year as part of the morning reading programme, to improve acquisition of tier 2 words
- Provide all pupils with all the revision resources necessary for each exam series, in paper and electronic form
- Provide all pupils with extensive training on how to revise and effective techniques
- Introduce a system of homework which ensures the homework of every pupil is monitored every day by tutors and subject teachers

Challenges

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

Challenge number	Detail of challenge
1	Our aim is to use pupil premium funding to ensure the progress of disadvantaged students matches that of our non-disadvantaged and exceeds the achievement of non-disadvantaged students nationally.

	They will not be faced with cognitive overload and learning will be mastered through the use of spaced repetition.
2	The language gap is the disadvantaged gap. Therefore, our biggest challenge is to ensure that disadvantaged pupils have access and exposure to tier 2 vocabulary, which will be explicitly taught in the classroom until mastery is achieved. During the period of our current strategy plan we will focus on this language gap, as well as the other challenges which are preventing our disadvantaged pupils from achieving well: poor attendance, particularly at period 6, poor knowledge of and access to revision strategies and resources, poor engagement with homework.
3	Our expectation is that all pupils, irrespective of background or the challenges they face, achieve well across the curriculum.
4	The approaches we have adopted will work together to help our disadvantages pupils excel. To ensure they are effective we will:
5	Monitor the progress of disadvantaged pupils across all subjects, acting early to intervene
6	Employ a clear strategy in all classrooms for vocabulary acquisition

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
To address the language gap by improving tier 2 vocabulary across KS3 and KS4	All disadvantaged pupils have read 6 challenging and age appropriate texts from the literature cannon.
	Classroom observations show all teachers use research-based strategies when introducing new tier two vocabulary: whole class choral response and three examples/ one non-example.
	Standardised test scores and Bedrock Vocabulary engagement reflect our ambition to reduce the vocabulary gap between disadvantaged pupils and their peers to no more than 10%
To raise the attainment of disadvantaged pupils	KS4 outcomes reflect our aim to reduce the attainment gap between disadvantaged pupils and their peers from the current gap of P8 0.78
	Disadvantaged pupils should be achieving in line which the whole school target of P8 +1
To improve the attendance of disadvantaged pupils	'Gap' in attendance is reduced to 1.5% from 3.38%

	Parents know how poor attendance is in relation to that of their peers, and know how many hours of school they are missing in comparison
To ensure all pupils including disadvantaged, have absolute clarity in how to revise—they use only research proven revision strategies	Disadvantaged pupils have a good knowledge of revision strategies and are able to apply these in preparation for all internal and external exams
To ensure all pupils including disadvantaged, have absolute clarity in where to find revision material, and this is provided for them both electronically and by as printed copy so there are no doubts about where to find the revision materials which teaching staff refer to—they use only research proven revision strategies	Disadvantaged pupils are provided with 'Red Revision Folder' containing all materials needed for each round of PPEs Disadvantaged students attend the 'Elevate' specialist revision technique seminars, twice per year Disadvantaged students complete the online 'Study Skills' module in Monday morning tutor time Revision sessions are also being delivered to years 7-10
To ensure all disadvantaged students are completing all homework tasks every day	Disadvantaged students complete all homework tasks on the date due. Homework sanctions for missed homework for disadvantaged pupil are in line with those for their peers
To ensure all staff have received actionable CPD on 1. Cognitive overload theory and Rosenshine principle of 'presenting new information in small steps' Spaced repetition of content through low stakes quizzes and an interleaved curriculum	No cognitive overload is present in lessons observed in the DDI process of observation All lessons begin with a low stakes quiz recapping previous knowledge Two rounds of cognitive load training Sept 2022 including extraneous load and intrinsic load
To address the language gap by improving tier 2 vocabulary across KS3 and KS4	All disadvantaged pupils have read 6 challenging and age appropriate texts from the literature cannon. Classroom observations show all teachers use research-based strategies when introducing new tier two vocabulary: whole class choral response and three examples/ one non-example. Standardised test scores and Bedrock Vocabulary engagement reflect our ambition to reduce the vocabulary gap between disadvantaged pupils and their peers to no more than 10%

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on whole school literacy strategies for introducing new vocabulary	'Oral language interventions' effectiveness rating of +6 on EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Staff CPD on retrieval practice, spaced repetition and Cognitive overload theory	EEF research shows effectiveness rating of +5 for mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	7
Staff CPD (external) on direct instruction to ensure new knowledge including vocabulary is retained	EEF research shows effectiveness rating of +5 for mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Specialist Teaching Assistant for English for Small group withdrawals	'Teaching Assistant interventions' rated as +4 impact for moderate costs according to latest EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £ 75,000

(Includes 4995 to fund 40% of School lead Tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
National tutoring programme	1:1 tuition rated +5 for effectiveness on EEF latest publication https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Assigning external mentors	Exit surveys of 2021 cohort who reported benefits of use of this programme	7
Assign SLT mentor for high impact pupils	Established strategy used with year 11 within other schools in the Greenshaw learning trust.	1
School lead tutoring	1:1 tuition rated +5 for effectiveness on EEF latest publication https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
GLT online tutoring	1:1 tuition rated +5 for effectiveness on EEF latest publication https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1

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

Budgeted cost: £ *£40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning Reading Programme texts	'Reading comprehension strategies' have a rating of 6+ for effectiveness on EEF latest research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Bedrock Vocabulary programme for all Ks3 Pupils	'Reading comprehension strategies' have a rating of 6+ for effectiveness on EEF latest research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2
Elevate Online Revision techniques	Metacognition and self regulation strategies are rated as the highest impact strategy at relatively low cost by EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
'Personalised homework	Metacognition and self regulation strategies are rated as the highest impact strategy at relatively low cost by EEF	3

booklets containing Assessment manifests for each subject	research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Introduction of new homework system in year 10- including tutor monitoring and master booklet - this system is now in all year groups 2022	Homework has an EEF effectiveness rating of +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework 2022 –	5
Home-school link worker	'Social and emotional learning' EEF effectiveness rating of +5 for moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,7,3
ELSA support	'Social and emotional learning' EEF effectiveness rating of +5 for moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,7,3,
EIKON support	'Social and emotional learning' EEF effectiveness rating of +5 for moderate cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,7,3

Total budgeted cost: £143,762

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were 24 Year 11 PP in 2023 with a progress 8 score of -0.06, all non PP (96) achieved a P8 of +0.92 so the gap is 0.98 which is better than the national gap of. Our PP students in 2023 performed better than the national in 2019 (PP = -0.44 all other 0.13) so although the gap is similar the progress of our PP students is higher than the national average. PP students performed particularly well in the following subjects:

Maths = 0.01

Music = 0.73

PE = 0.48

Art = 0.94

Business Studies = 0.47

Res Mat = 2.37

Childcare = 2.33

All students including disadvantaged, have now read a minimum of eight texts from the literature cannon as a result of the introduction of our morning reading programme and the time scheduled for this has increased last year to allow more texts to be covered and therefore a greater volume of vocabulary acquisition.

Wider teaching and learning strategies including CPD around applying the strategies supported by cognitive science have been highly successful. The spacing of knowledge and retrieval practice are excellent across the school with few exceptions.

All disadvantaged students in the 2023 cohort who continued education in school were assigned an external mentor, with whom they met regularly to discuss academic progress. The evidence of impact is not clear in outcomes, however all pupils reported that they significantly benefitted from this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
'Good to Great' and 'Lead Practitioner' Courses	Greenshaw Learning Trust
Direct instruction	External
Lexia	External
Bedrock	Bedrock
Walk thru online resources	John Catt publishing
Sparx Maths	Sparx Maths

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We have 3 students in receipt of this pupil premium funding and so they have been subsumed into the main pupil premium strategy and will benefit from the same strategies as outlined above.
The impact of that spending on service pupil premium eligible pupils
Please see previous impact for pupil premium students