

Pupil premium strategy statement

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	Broomfield School
Number of pupils in school	726
Proportion (%) of pupil premium eligible pupils	30.76
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Cate Seymour – Interim Head teacher
Pupil premium lead	Ala Mohammad – Assistant Head
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,885
Recovery premium funding allocation this academic year	£35,815
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	£270,700

Part A: Pupil premium strategy plan

Statement of intent

Broomfield School staff and governors are committed to ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and reach or go beyond their attainment goals.

We are committed to closing gaps evident on entry to the school for all pupils and to reduce the attainment gap between pupil premium and non pupil premium pupils.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Prior attainment (literacy and numeracy)</i></p> <p><i>ASP shows that on average all pupils in all year groups have attainment significantly below age related expectations on entry to year 7.</i></p> <p><i>Pupil premium pupils on average have prior attainment below non disadvantaged peers.</i></p> <p><i>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</i></p>
2	<p><i>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</i></p> <p><i>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</i></p>
3	<p><i>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</i></p>
4	<p><i>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p>
5	<p><i>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 1-2% lower than for non-disadvantaged pupils.</i></p> <p><i>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i></p>
6	<p><i>In some cases the parents/carers of disadvantaged pupils have limited engagement with school and do not always attend school information evenings. This can have a detrimental effect on their progress. Introducing new opportunities for parental engagement ,including utilizing use of technology will support disadvantaged pupils.</i></p>

7	EAL pupils have historically made excellent progress however the pandemic has had a dramatic effect on pupils with early acquisition or developing competence levels of English. These pupils acquisition of the vocabulary needed to succeed at GCSE has stalled.
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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
<i>1. Improved attainment and progress among disadvantaged pupils across the curriculum and at the end of KS4, with a focus on EBacc subjects.</i>	<p><i>By the end of our current plan in 2023/24, 75% of all pupils including disadvantaged pupils to continue to be entered for the EBacc</i></p> <p><i>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</i></p> <ul style="list-style-type: none"> • <i>an average Attainment 8 score in line with London average</i> <p><i>an EBacc average point in line with London average.</i></p>
<i>Improved reading comprehension among disadvantaged pupils across KS3.</i>	<i>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</i>
<i>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</i>	<i>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</i>
<i>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</i>	<p><i>Sustained high levels of wellbeing from 2023/24 demonstrated by:</i></p> <ul style="list-style-type: none"> • <i>qualitative data from student voice, student and parent surveys and teacher observations.</i> • <i>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</i>
<i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i>	<p><i>Sustained high attendance from 2023/24 demonstrated by:</i></p> <ul style="list-style-type: none"> • <i>The attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced</i>

<p>To raise aspirations and motivation of all pupil premium pupils</p>	<p><i>High level of engagement with extra curricular activities by pupil premium pupils, opportunities to aspire beyond the classroom , equitable positive behaviour points between advantaged and disadvantaged pupils</i></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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of standardised diagnostic assessments.</i></p> <p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p><i>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:</i></p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	1, 2, 3
<p><i>Quality of teaching for all including developing metacognitive and self-regulation skills in all pupils.</i></p> <p><i>This will involve ongoing teacher training and support and release time.</i></p> <p><i>Use of INSET days in September and January and a focus of t and L briefing throughout the year.</i></p>	<p><i>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</i></p> <p><u>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</u></p>	4
<p><i>Enhancement of our literacy program , and development of reading and embedding the Academic word list strategy</i></p> <p><i>We will fund literacy co-ordinator post and release time to embed the strategy</i></p>	<p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 3, 4

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

Budgeted cost: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading strategy for pupils with reading age below chronological age. e.g daily reading for pupils with reading age below 5 , TA led interventions for pupils with reading age below 8 , and below 11</i></p>	<p><i>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</i></p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p> <p><u>Improving literacy in secondary schools\EEF</u></p>	2
<p><i>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.</i></p>	<p><i>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:</i></p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><i>And in small groups:</i></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 2, 3

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>Provision of support for mental and emotional wellbeing through school counselling , work with mental health team , BSS , mentoring , emotional first aid training and other available provisions</i></p>	<p><i>Interventions that target social and emotional learning are reported by the EEF to improve progress by four additional months</i></p> <p><u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u></p>	<p>5</p>
<p><i>Improve attendance by embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</i></p> <p><i>Use of monitoring , fast tracking , daily calls ,rewards and attendance clinics</i></p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</i></p>	<p>6</p>
<p><i>Additional Music lessons for all pupils in year 7 , small group peripatetic provision provided at no cost for all pupils in year 7</i></p>	<p><i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p><u>Arts Participation EEF (educationendowmentfoundation.org.uk)</u></p>	
<p><i>Additional day of Counselling Service.</i></p>	<p><i>SEMH identified as one of the four main barriers to progress among PP pupils</i></p>	
<p><i>Contingency fund for acute issues.</i></p>	<p><i>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.</i></p>	<p><i>All</i></p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Our internal assessments during 2020/21 suggested that the progress of all pupils was in line or better than national expectations.

However on average attainment of non- disadvantaged pupils was in line with that of disadvantaged pupils

	Progress 8
All pupils	+0.7
Pupil premium pupils	+0.4
Non pupil premium	+0.8

EBacc entry was over 75%, which is slightly lower than EBacc entry for non-pupil premium children but is better than National average

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, and Google Classroom.

We provided over 300 chrome books to pupils who did not have adequate access to the internet. We also continued to run lessons in school for vulnerable pupils and pupils of key workers. We provided a free breakfast to all pupils who attended the in school provision during COVID.

Although overall attendance in 2020/21 was lower than in the preceding years at 88%, it was at least in line with similar schools and our EWO commented that it was higher than many similar schools. Attendance of pupil premium pupils was 86%. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
Flash academy – a resource for EAL pupils	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and Enfield behaviour services, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the bush craft residential, 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 the activities undertaken in previous years and considered the impact both from academic and pastoral data.

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 school similar to ours.

We looked at a number of reports and studies 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 a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our 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.