



Broad Oak pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 |
|---|--|
| Number of pupils in school | 330 |
| Proportion (%) of pupil premium eligible pupils | (88 pupils) 26.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 2022-23 2023-24 |
| Date this statement was published | 17/12/21 |
| Date on which it will be reviewed | Termly, following Pupil Progress meeting |
| Statement authorised by: | |
| Pupil premium lead | Fran Harrison |
| Governor / Trustee lead | James Wilson |

Funding overview

| Detail | Amount |
|---|----------------------------------|
| Pupil premium funding allocation this academic year | £152, 015.00 |
| NTP/Recovery premium funding allocation this academic year | NTP £ 10,182.50 RP £15,769.25 |
| 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 | £177, 966.75 |

Part A: Pupil premium strategy plan

Statement of intent

Our main objectives are:

- *To ensure that provision for Pupil Premium children is effective.*
- *To diminish the difference between disadvantaged and non-disadvantaged children.*
- *To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.*
- *To ensure progress for those who are disadvantaged and high attainers.*

We aim to do this by:

- *Ensuring that all children have access to high quality teaching and learning (quality first teaching and latest EEF research).*
- *Putting appropriate provision in place for disadvantaged pupils, especially those that belong to other vulnerable groups.*
- *Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.*
- *Promoting ambition and having high expectations of all disadvantaged children.*

Achieving these objectives:

- *Quality first teaching with targeted support.*
- *Use funding effectively for children who have fallen behind as a result of COVID-19.*
- *Research-based interventions put into place and monitored to assess impact.*
- *Provide further enrichment and leadership opportunities for disadvantaged children.*
- *Addressing emotional and social needs through a tiered approach to improve well-being and readiness to learn.*
- *Support payment for enrichment activities, educational visits and residential trips.*
- *Ensuring children have first-hand experiences to use in their learning in the classroom.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Fewer enriching life experiences (as a stimulus for other learning, and making links in learning)- limited experiences which impact on children reaching ARE. |
| 2 | Weaker basic skills on entry into school – communication Low Language levels (SALT ,EAL). This is also impacted on by the effects of the national lockdowns and lack of access to technology and resources to support learning at home |
| 3 | Social and emotional development and managing relationships with peers in class |
| 4 | Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.PP children to achieve ARE in reading, maths and writing Low academic achievement |
| 5 | Socio –economic disadvantages- i.e poverty / housing issues |
| 6 | Lower attendance rates compared to all pupils (often as a result of poor punctuality); higher risk of persistent absence. |

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>Limited Life Skills</p> <p>Children will receive an enriched curriculum including experiential learning in the form of residential trips, educational visits, visitors, cultural and community weeks, forest school as well as access to high quality classical literature and models for reading and writing, theatre, music and sport. Children will also benefit from an enriched curriculum pertinent to the identified needs of our context and community. Investment in cultural capital will impact on children’s overall summative academic attainment. Measured</p> | <p>At least half the children on Club registers are PP.</p> <p>Half of PP children attending residential.</p> <p>Teachers planning a minimum of 3 Educational Visits across an academic year.</p> |

| | |
|---|---|
| through attainment and progress data and pupil voice. | |
| <p>Weaker Basic skills on entry into school – Communication and low language levels.</p> <p>Children in receipt of PP will be identified and targeted support will be implemented in EYFS. SALT to work with children and set targets for Staff to implement. EAL team will support in the EYFS and intervention /Basic English groups will be set up. CPD opportunities will be in place for support staff and teaching staff.</p> | <p>% of pupils achieving ELG/ARE in communication and language to increase to be in line with national</p> |
| <p>Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers.</p> <p>Children in receipt of PP to perform in line with their peers. Attainment to be measured through rigorous pupil progress meetings on a termly basis; pupils will be identified and provision put into place by class teacher and SLT. Attainment will be measured during pupil progress meetings and actions for further progression identified and implemented.</p> | <p>Through the tiered system of support in place in school children will be able to access interventions that will maximise their academic achievement and improve mental health and well being</p> |
| <p>Disadvantaged pupils to achieve in line with other pupils nationally.</p> | <p>The % of PP pupils achieving combined ARE in each year group increases.</p> |
| <p>All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored and discussed in all termly Pupil Progress Meetings (PPMs).</p> | <p>All PP pupils making at least expected progress and increasing proportions of PP pupils making better than expected progress, closing the PP gap across their time in school.</p> |
| <p>All PP pupils are regularly attending school on time each day. As a result the gap between PP pupils and all pupils is eliminated and there is a reduction in the number of PP pupils becoming persistently absent.</p> | <p>All PP pupils attend school regularly and the proportion of PP pupils who are persistently absent and significantly absent reduces (linked to Key Priority 1 on the SIP).</p> |

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: £ 8000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Membership of National College for all staff.</i> | Bespoke CPD for all teachers and TAs linked to individual appraisal targets | 4 |
| <i>Writing and Maths CPD. Linked to English hub, One Ed and Maths hub</i> | Bespoke CPD bought in through key leads at AET linked to EEF subject reports. | 4 |

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

Budgeted cost: £97,966.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| National Tutoring Programme | Year 2 Gap analysis from NFER Reading Assessments completed in May 2021 Key Stage 2 gap analysis from NFER Maths and Reading Assessments completed in May 2021 year 2 - 7 pupils year 4 - 10 pupils year 5 - 16 pupils year 6 - 9 pupils | 4 |
| Action: Whole class Guided Reading approach in KS2 Intended outcomes: Higher rates of progress and improved attainment in | Response to monitoring of previous 'carousel' approach in KS2. Approach need to be embedded as a result of the impact of COVID-19 | 4 |

| | | |
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| <p>reading for pupils eligible for Pupil Premium.</p> | | |
| <p>Action: For targeted pupils to have additional reading to close gaps that exist at Key Stage 1. RWInc Fast Track Tutoring</p> <p>Intended Outcome: Pupils in KS1 will be reading with fluency and pace.</p> | <p>Research has shown through better reading an additional reading development of +4 months in a 12 month period.</p> | <p>4</p> |
| <p>Action: For targeted PP pupils to work with FTT /RWInc trained staff to close gaps that exists on entry to Y3</p> <p>Intended Outcome: Pupils in Y3 will be reading with fluency and pace.</p> | <p>Research has shown through better reading an additional reading development of +4 months in a 12 month period.</p> | <p>2,4</p> |
| <p>Focus on Writing through staff CPD to diminish the difference between PP pupils and all learners (particularly at KS2)</p> <p>ACTION: Increase the proportion of pupils achieving Greater Depth at KS1 and KS2</p> <p>Intended Outcome: To improve the proportion of PP pupils achieving GD. BOPS will continue to develop teacher understanding of GD and the best approaches to teaching.</p> | <p>Results from summer 2019. EEF Guidance report</p> | <p>2,4</p> |
| <p>Focus on Maths Mastery to provide staff CPD to diminish the difference between PP pupils and all learners.</p> | <p>EEF Guidance report Identified need for staff training LBQ used to provide additional support needed to ensure pupils embed the</p> | <p>2,4</p> |

| | | |
|---|--|------------|
| <p>Action: Staff CPD on the use of effective strategies for maths mastery development.</p> <p>Intended Outcome: Higher rates of progress and improved attainment in maths for pupils eligible for Pupil Premium.</p> | <p>correct concepts and challenge the more able pupils to embed skills at greater depth.</p> | |
| <p>Action: WellComm screen in EYFS</p> <p>Intended Outcome: to feed into QFT in Early Years and provide focus for intervention groups.</p> | <p>Increased proportion of pupils entering EYFS with S&L needs</p> | <p>2,4</p> |
| <p>Action: Targeted support provided by phase HLTA's to diminish the difference.</p> <p>Intended Outcome: targeted intervention to fill identified gaps in learning across core curriculum subjects. (focus and group membership reviewed as part of Pupil Progress meetings each half term).</p> | <p>Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.</p> | <p>2,4</p> |
| <p>Action: Dedicated TAs who has received specialist training to work with identified pupils from Y1 to Y3 on reading programme RWInc</p> <p>Intended Outcome: to diminish the difference in attainment and accelerate progress in reading. (Provide training and additional support to teachers in maximising progress for all pupils)</p> | <p>Evidence based intervention.</p> <p>Pupils identified where progress is below that expected and needs to be accelerated in order to narrow the gap to 'all' pupils.</p> | <p>2,4</p> |
| <p>Action: Specialist S&L</p> | <p>Increasing proportion of pupils with</p> | <p>2,4</p> |

| | | |
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| <p>therapist employed directly by the school to help identify SALT issues and provide individual targeted plans.</p> <p>Intended Outcome: Children with S&L issues will receive a personalised programme including children diagnosed with DLD</p> | <p>identified S&L needs.</p> | |
| <p>Action: Breakfast Club To provide identified children with a free breakfast club from 7:45am. Allowing them to be ready to learn when they enter the classroom.</p> <p>Intended outcome: Providing a safe start to the day and ensuring children have a healthy breakfast to start the day.</p> | <p>Prior in-School evidence.</p> <p>Research shows the positive impact on brain activity of breakfast and physical activity</p> | 5 |
| <p>Action: Subsidy of the Y6 residential visit.</p> <p>Intended Outcome: to enable fair access for disadvantaged pupils.</p> | <p>To ensure that qualifying pupils have access to a wide range of life experiences to draw upon and are able to fully participate in school life.</p> | 1,5 |
| <p>Action: Funding for school visits and visitors into school</p> <p>Intended Outcome: to enable all pupils to access enrichment activities.</p> | <p>To ensure that qualifying pupils have access to a wide range of life experiences to draw upon and are able to fully participate in school life.</p> | 1,5 |

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

Budgeted cost: £72,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><u>ATTENDANCE</u> Action: Identify families where attendance has been below that expected across more than one academic year.</p> <p>Intended Outcome: Attendance lead and Early Help coordinator working to support all vulnerable pupils and their families to ensure good attendance and remove identified barriers to learning. (50% of salary).</p> | <p>Attendance % have continued to rise over the past 3 years prior to COVID-19. Historically, PP qualifying pupils and those pupils with identified SEND K needs have had lower attendance.</p> | <p>6</p> |
| <p><u>BEHAVIOUR</u> Action: Employment of Play Therapist to work with identified pupils with emotional, social, behavioural and attendance barriers to learning.</p> <p>Intended Outcome: Pupils Emotional needs are supported and they are able to access the curriculum.</p> <p>Improvement in child well being and mental health.</p> <p>A personalised approach allowing positive impact on relationships and learning</p> | <p>Increased number of pupils identifying with anxiety and mental health needs.</p> <p>Prior in School Evidence.</p> | <p>3</p> |

| | | |
|---|--|--------------|
| <p>Action: Forest Crew</p> <p>Intended Outcome: To improve the well being, behaviour, engagement of targeted children.</p> <p>To promote new skills and working as a team. (transferable skills)</p> | <p>Prior In School Evidence Base. Prior Pupil Voice responses.</p> | <p>1,3</p> |
| <p>Action: Social and Communication/ Nurture Groups</p> | <p>Past data has shown the impact of EQE intervention</p> <p>EEF guidance – SEL and improving</p> | <p>1,2,3</p> |
| <p>Intended Outcome: To enhance pupil's social skills and peer communication, plus emotional well-being.</p> | <p>behaviour</p> | |
| <p>Action: 1-1 mentoring provided by One Goal trained coach</p> <p>Intended Outcome: to develop confidence and resilience in-line with our core values – essential skills for learning.</p> | <p>Increased number of pupils identifying with anxiety and mental health needs.</p> | <p>3,4</p> |
| <p>Action: Mental Health Champion training provided by One Goal Provider 8.2.22</p> <p>Intended Outcome: to develop confidence and resilience in-line with our core values – essential skills for learning.</p> | <p>A tiered approach to raise the profile of pupil Mental Health and Wellbeing. Programme by national provider One Goal.</p> | <p>3</p> |

Total budgeted cost: £122,000.00

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 2022 to 2023 academic year.

EYFS Outcomes

| EYFS -GLD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 80% | 67% | +13% |
| Boys | 69% | 61% | +8% |
| Girls | 86% | 74% | +12% |
| FSM | 67% | 52% | +15% |
| SENK | N/A | 24% | N/A |
| EAL | 50% | 62% | -12% |

KS1 Outcomes

| Reading EXS+ | School | National (same) | Difference |
|--------------|--------|-----------------|------------|
| All pupils | 66% | 68% | -2% |
| Boys | 58% | 65% | -7% |
| Girls | 73% | 72% | +1% |
| FSM | 50% | 54% | -4% |
| SENK | 33% | 32% | +1% |
| EAL | 56% | 65% | -9% |

| Writing EXS+ | School | National (same) | Difference |
|--------------|--------|-----------------|------------|
| All pupils | 59% | 60% | +1% |
| Boys | 42% | 54% | -12% |
| Girls | 73% | 66% | +7% |
| FSM | 40% | 44% | -4% |
| SENK | 33% | 22% | +11% |
| EAL | 56% | 59% | -3% |

| Mathematics EXS+ | School | National (same) | Difference |
|------------------|--------|-----------------|------------|
| All pupils | 66% | 70% | -4% |
| Boys | 58% | 71% | -13% |
| Girls | 73% | 70% | +3% |
| FSM | 50% | 66% | -16% |
| SENK | 67% | 47% | +20% |
| EAL | 56% | 74% | -18% |

| Y1 Phonics | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 91% | 79% | +11% |
| Boys | 96% | 76% | +20% |
| Girls | 83% | 82% | -1% |
| FSM | 50% | 67% | -17% |
| SENK | 100% | 49% | +51% |
| EAL | 80% | 78% | +2% |

| Reading GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 33% | 19% | +14% |
| Boys | 30% | 17% | +13% |
| Girls | 36% | 21% | +15% |
| FSM | 13% | 9% | +4% |
| SENK | 33% | 5% | +28% |
| EAL | 25% | 16% | +9% |

| Writing GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 10% | 8% | +2% |
| Boys | 5% | 6% | -1% |
| Girls | 14% | 10% | +4% |
| FSM | 0% | 3% | -3% |
| SENK | 33% | 1% | +32% |
| EAL | 13% | 8% | +5% |

| Mathematics GD | School | National (same) | Difference |
|----------------|--------|-----------------|------------|
| All pupils | 26% | 16% | +11% |
| Boys | 30% | 19% | +11% |
| Girls | 32% | 13% | +19% |
| FSM | 13% | 8% | +5% |
| SENK | 33% | 5% | +28% |
| EAL | 25% | 17% | +8% |

KS2 Outcomes

| Reading EXS+ | School | National (same) | Difference |
|--------------|--------|-----------------|------------|
| All pupils | 65% | 73% | -8% |
| Boys | 76% | 70% | +6% |
| Girls | 53% | 76% | -23% |
| FSM | 41% | 59% | -18% |
| SENK | 50% | 45% | +5% |
| EAL | 64% | 69% | -5% |

| Writing EXS+ | School | National (same) | Difference |
|--------------|--------|-----------------|------------|
| All pupils | 43% | 71% | -28% |
| Boys | 50% | 65% | -15% |
| Girls | 35% | 68% | -33% |
| FSM | 24% | 58% | -34% |
| SENK | 19% | 34% | -15% |
| EAL | 39% | 71% | -32% |

| Mathematics EXS+ | School | National (same) | Difference |
|------------------|--------|-----------------|------------|
| All pupils | 62% | 73% | -11% |
| Boys | 76% | 73% | +3% |
| Girls | 48% | 72% | -24% |
| FSM | 38% | 58% | -20% |
| SENK | 50% | 42% | +8% |
| EAL | 69% | 77% | -8% |

| RWM EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 38% | 59% | -21% |
| Boys | 45% | 56% | -11% |
| Girls | 30% | 62% | -32% |
| FSM | 21% | 43% | -22% |
| SENK | 19% | 24% | -5% |
| EAL | 31% | 60% | -29% |

| Reading GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 22% | 29% | -7% |
| Boys | 29% | 27% | +2% |
| Girls | 15% | 31% | -16% |
| FSM | 3% | 17% | -14% |
| SENK | 13% | 12% | +1% |
| EAL | 17% | 26% | -9% |

| Writing GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 5% | 13% | -8% |
| Boys | 5% | 10% | -5% |
| Girls | 5% | 16% | -11% |
| FSM | 3% | 6% | -3% |
| SENK | 0% | 3% | -3% |
| EAL | 3% | 14% | -11% |

| Maths GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 28% | 24% | +4% |
| Boys | 38% | 27% | +11% |
| Girls | 18% | 21% | -3% |
| FSM | 14% | 13% | +1% |
| SENK | 13% | 7% | +6% |
| EAL | 25% | 30% | -5% |

| RWM GD | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 4% | 8% | -4% |
| Boys | 5% | 7% | -2% |
| Girls | 3% | 9% | -6% |
| FSM | 0% | 3% | -3% |
| SENK | 0% | 2% | -2% |
| EAL | 0% | 9% | -9% |

Previous Years Outcomes

EYFS Outcomes:

GLD (-8%pts)

School: 57%
National: 65%

| | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 57% | 65% | -8%pts |
| Boys | 54% | 59% | -5%pts |
| Girls | 61% | 72% | -11%pts |
| FSM | 40% | 49% | -9%pts |
| SENK | 45% | 23% | +22%pts |
| EAL | 50% | 60% | -10%pts |

Across the year there was an increased emphasis on prime areas, e.g. speech and language, PSED and mark-making as a result of lack of experience during the Pandemic. This is reflected in the outcomes for the prime areas, however there is still work to be done in the specific areas (reading and writing in particular).

Introduction of RWInc to redress this balance in a more systematic approach.

KS1 Outcomes:

Year 1 Phonics

School: 70%
National: 75%

| | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 70% | 75% | -5%pts |
| Boys | 63% | 72% | -9%pts |
| Girls | 76% | 79% | -3%pts |
| FSM | 40% | 62% | -22%* |
| SENK | 50% | 44% | -6%pts |
| EAL | 67% | 75% | -8%pts |

N.B.

*If one more (of the five) FSM pupils achieved the standard, the figure would be in line with the National average, there are also strong links between FSM and PA.

Expected Standard Summary

| EXS+ | School | National |
|---------|--------|----------|
| Reading | 71% | 67% |
| Writing | 58% | 58% |
| Maths | 71% | 68% |

Reading

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 71% | 67% | +4%pts |
| Boys | 66% | 63% | +3%pts |
| Girls | 81% | 71% | +10%pts |
| FSM | 64% | 51% | +13%pts |
| SENK | 75% | 30% | +45%pts* |

| | | | |
|-----|-----|-----|---------|
| EAL | 50% | 64% | -14%pts |
|-----|-----|-----|---------|

*Significant as 13 pupils were SENK.

Writing

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 58% | 58% | None |
| Boys | 50% | 52% | -2%pts |
| Girls | 71% | 64% | +7%pts |
| FSM | 55% | 41% | +14%pts* |
| SENK | 50% | 20% | +30%pts** |
| EAL | 44% | 0 | ? |

*Significant as 18 pupils were FSM

**Significant as 13 pupils were SENK

Maths

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 71% | 68% | +3%pts |
| Boys | 68% | 68% | None |
| Girls | 76% | 67% | +9%pts |
| FSM | 64% | 52% | +12%pts* |
| SENK | 63% | 33% | +30%pts** |
| EAL | 50% | 67% | -17%pts |

*Significant as 18 pupils were FSM

**Significant as 13 pupils were SENK

Greater Depth

Summary

| GDS | School | National | Difference |
|---------|--------|----------|------------|
| Reading | 17% | 18% | -1%pt |
| Writing | 7% | 8% | -1%pt |
| Maths | 19% | 15% | +4%pts |

Reading

| GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 17% | 18% | -1%pt |
| Boys | 11% | 16% | -5%pts |
| Girls | 29% | 20% | +9%pts |
| FSM | 9% | 8% | +1%pt |
| SENK | 13% | 4% | +9%pts |
| EAL | 11% | 16% | -5%pts |

Writing

| GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 7% | 8% | -1%pt |
| Boys | 3% | 6% | -3%pts |
| Girls | 14% | 10% | -4%pts |
| FSM | 9% | 3% | +6%pts |
| SENK | 13% | 1% | +12%pts |
| EAL | 11% | 16% | -5%pts |

Maths

| GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 19% | 15% | +4%pts |
| Boys | 16% | 18% | -2%pts |
| Girls | 24% | 12% | +12%pts |
| FSM | 9% | 7% | +2%pts |
| SENK | 0 | 4% | -4%pts |
| EAL | 11% | 16% | -5%pts |

KS2 Outcomes:**KS2
Summary**

| EXS | School | National | Difference |
|---------|--------|----------|------------|
| Reading | 71% | 76% | -5%pts |
| Writing | 47% | 70% | -23%pts |
| Maths | 67% | 73% | -6%pts |
| RWM | 42% | 59% | -17%pts |

Reading

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 71% | 76% | -5%pts |
| Boys | 60% | 69% | -9%pts |
| Girls | 80% | 80% | None |
| FSM | 63% | 61% | +2%pts |
| SENK | 40% | 37% | +3%pts |
| EAL | 50% | 73% | -23% |

Writing

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 47% | 70% | -23%pts |
| Boys | 40% | 63% | -23%pts |
| Girls | 53% | 76% | -23%pts |
| FSM | 25% | 59% | -34%pts |
| SENK | 10% | 26% | -16%pts |
| EAL | 50% | 70% | -20%pts |

While Writing outcomes are low across groups at EXS 8 pupils missed achieving the expected standard based on the quality of handwriting. If this had been achieved the school would have achieved 61.5% of all pupils at EXS and 50% FSM pupils at EXS.

Maths

| EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 67% | 73% | -6%pts |
| Boys | 60% | 72% | -12%pts |
| Girls | 73% | 71% | +2%pts |
| FSM | 25% | 55% | -30%pts |
| SENK | 60% | 34% | +26%pts |
| EAL | 67% | 75% | -8%pts |

Reading, Writing & Maths (Combined)

| RWM EXS+ | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 42% | 59% | -17%pts |
| Boys | 28% | 54% | -26%pts |
| Girls | 53% | 63% | -10%pts |
| FSM | 13% | 42% | -29%pts |
| SENK | 10% | 18% | -8%pts |
| EAL | 42% | 60% | -18%pts |

KS2 GDS:

| GDS | School | National | Difference |
|---------|--------|----------|------------|
| Reading | 20% | 28% | -8%pts |
| Writing | 2% | 13% | -11%pts |
| Maths | 16% | 22% | -6%pts |
| RWM | 0 | 7% | -7%pts |

Reading

| GDS | School | National (same) | Difference |
|-----|--------|-----------------|------------|
|-----|--------|-----------------|------------|

| | | | |
|------------|-----|-----|---------|
| All pupils | 20% | 28% | -8%pts |
| Boys | 16% | 23% | -7%pts |
| Girls | 23% | 33% | -10%pts |
| FSM | 13% | 17% | -4%pts |
| SENK | 0 | 8% | -8%pts |
| EAL | 25% | 27% | -2%pts |

Writing

| GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 2% | 13% | -11%pts |
| Boys | 0 | 10% | -10%pts |
| Girls | 3% | 16% | -13%pts |
| FSM | 0 | 6% | -6%pts |
| SENK | 0 | 2% | -2%pts |
| EAL | 0 | 13% | 13% |

Maths

| GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 16% | 22% | -6%pts |
| Boys | 16% | 25% | -9%pts |
| Girls | 17% | 20% | -3%pts |
| FSM | 0 | 11% | -11%pts |
| SENK | 0 | 6% | -6%pts |
| EAL | 8% | 28% | -20%pts |

Reading, Writing & Maths

| RWM GDS | School | National (same) | Difference |
|------------|--------|-----------------|------------|
| All pupils | 0 | 7% | -7%pts |
| Boys | 0 | 6% | -6%pts |
| Girls | 0 | 9% | -9%pts |
| FSM | 0 | 3% | -3%pts |
| SENK | 0 | 1% | -1%pts |
| EAL | 0 | 8% | -8%pts |

PP qualifying pupils have been prioritised for School - Led Tutoring and this will remain the focus in 2022-23.

The sessions have, in conjunction with the classteacher, identified gaps in learning to be addressed. The sessions have been delivered by part-time members of staff increasing their hours to provide tuition.

In 2022-23 the sessions will continue to be delivered by Broad Oak staff providing 15 hours of 1-1 or small group teaching for 93 pupils across the academic year.

Outcomes 2020-21:

Due to COVID-19, performance measures are not available for 2020 to 2021.

During the 2020-21 academic year, NFER tests were undertaken by all pupils in KS1&2 during the summer term in order to provide a baseline for teachers and to identify gaps in learning for individual pupils. The pupils will complete NFER tests again in April 2022 to provide a progress measure.

The Pupil Premium plan for 2020-21 showed that the individual reading programme Love2Read and the online tutoring had variable impact. Some interventions were unable to take place during the lockdown period or had been delivered remotely. As a result, the accelerated progress seen in previous years was not evident for all identified pupils, however historical data

supports the impact of evidence based interventions and these have been included in the new plan.

School-Led Tutoring has been introduced in place of the online offer used as part of the Catch-up premium. Reading Boost, provided by a former SLT member, replaces Love2Read providing a more bespoke intervention programme. Both interventions are provided by people familiar with our school context and the needs of our cohort.

On the back of COVID-19, and the impact of remote learning on pupil wellbeing, we have partnered with One Goal to introduce Mental Health Champion training for pupils. This provides a tiered approach to help pupils develop self-help strategies and keep pupil wellbeing high profile within our school.

Externally provided programmes

| Programme | Provider |
|---|---|
| RW Inc Phonics Staff CPD | October 22 Half-termly coaching from Lacey Green English Hub Spring 23 – Summer 24 |
| 3 days of Writing CPD focusing on basic skills, modelled writing and moderation. | One Education Oct 23 – March 24 |
| Mental Health Champion training provided by One Goal coach to develop confidence and resilience in-line with our core values – essential skills for learning. | One Goal Spring 1 22 & 8.2.23 & Spring 24 |