

# 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	721
Proportion (%) of pupil premium eligible pupils	145 pupils, 20%
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> )	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£131,250.
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>	£ 35,880
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,130

# 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 disadvantaged 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 disadvantaged 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 Sparx reader 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 resulting in no gap in the P8 figure. Disadvantaged pupils should be achieving in line which the whole school target of P8 +1
To improve the attendance of disadvantaged pupils	Pupil Premium attendance is in line with non PP attendance

	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 revision booklets 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 2024 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 Sparx reader 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: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD on whole school literacy strategies for introducing new vocabulary</i>	‘Oral language interventions’ effectiveness rating of +6 on EEF research <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2
<i>Staff CPD on retrieval practice, spaced repetition and Cognitive overload theory</i>	EEF research shows effectiveness rating of +5 for mastery learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2

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

Budgeted cost: £ 91,762

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Assigning external mentors</i>	Exit surveys of 2024 cohort who reported benefits of use of this programme	7
<i>Assign SLT mentor for high impact pupils</i>	Established strategy used with year 11 within other schools in the Greenshaw Learning Trust.	1
<i>Small group English intervention</i>	1:1 tuition rated +5 for effectiveness on EEF latest publication <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1
<i>GLT online tutoring</i>	1:1 tuition rated +5 for effectiveness on EEF latest publication <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1

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

Budgeted cost: £ £40,000

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

<i>manifests for each subject</i>		
<i>Introduction of new homework system including tutor monitoring and master booklet - this system is now in all year groups</i>	Homework has an EEF effectiveness rating of +5 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework-2022">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework-2022</a> –	5
<i>Early Help Co-ordinator</i>	‘Social and emotional learning’ EEF effectiveness rating of +5 for moderate cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,7,3
<i>EMSA support</i>	‘Social and emotional learning’ EEF effectiveness rating of +5 for moderate cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,7,3,
<i>‘Place 2 Be’ support</i>	‘Social and emotional learning’ EEF effectiveness rating of +5 for moderate cost <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4,7,3

**Total budgeted cost: £167,762**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

There were 21 Year 11 PP in 2024 with a progress 8 score of +0.39, all non PP (99) achieved a P8 of +0.73 so the gap is 0.35 which is better than the national gap of 0.74 (2023). Our PP students in 2024 performed better than the national in 2023 (PP = -0.57 all other 0.17) so not only is our PP gap smaller than the average gap but their P8 score is also significantly higher than the national. PP students performed particularly well in the following subjects:

Art = 1.89

Biology = 1.15

Business = 1.15

Graphics = 1.31

Drama = 0.94

Maths = 0.43

Physics = 1.15

Sports Science = 0.81

All students including disadvantaged, have now read a minimum of eight texts from the literature canon as a result of the introduction of our morning reading programme and the time scheduled for this has increased 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 2024 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

Programme	Provider
'Good to Great' and 'Lead Practitioner' Courses	Greenshaw Learning Trust
Sparx Reader	Sparx
Walk thru online resources	John Catt publishing
Sparx Maths	Sparx
Sparx Science	Sparx

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>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.</p> <p>A member of the behaviour team is the lead contact for service students so they have a key member of staff to report to if they have any concerns.</p>
The impact of that spending on service pupil premium eligible pupils
Please see previous impact for pupil premium students