

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	Broadway Academy
Number of pupils in school	1,233
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	P Mann
Pupil premium lead	P Mann
Governor / Trustee lead	Ben Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£569,180
Recovery premium funding allocation this academic year	£86,240
Pupil premium funding carried forward from previous years	£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	£655,420

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our student's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through;

- ensuring that teaching and learning opportunities meet the needs of all the pupils;
- ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged; and
- pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

Ensuring all teaching is good or better (using internal performance measures against the Ofsted framework) thus ensuring that the quality of teaching experienced by all children is improved.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support provision of school mentor, Island Pool, refocusing program and contribution of lead behaviour mentor.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium progress to improve further from 2019 results. Target set is +0.3
2	Limited life experience and opportunities outside of school
3	To improve student literacy across the Academy
4	Attendance and punctuality
5	Limited parental engagement

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
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Pupil Premium has been significantly above national average for 3 years (2018-2021). Pupil premium progress to improve further from 2019 results. Target set is +0.3	SLT seconded member to lead on PP performance, working with Deep Coherence. Analysis of PP students after each data Analysis attendance and behaviour and the overall experience at Broadway Academy. Learning walks, lesson observations, RAP and DAP.
Pupil Premium students to take part in the wide range of enrichment activities we have on offer at Broadway Academy.	Positive curriculum experience for PP students' equal opportunities at Island Pool. A wide range of extra-curricular activities to ensure PP students are involved in.
Pupil premium students to make good or better progress in reading - to help with vocabulary acquisition.	PP students will develop a love of reading. Working with Chris Roberts (Literacy Coordinator) See literacy action plan
Improve outcomes for SEN students +0.25(subject to volatile due to small cohort). As their SEN needs are being addressed, PP students make expected progress	Reviewing the Curriculum design for SEN students started in September 2021 Lesson observations Learning Walks focus for SEN (Sept 2021) Pupil voice Use of TAs
Pupil Premium students still feel happy and safe at school with the learning.	Pupil Premium students to engage with the wider life at Broadway Academy by joining the student council. To continue working towards attendance target 97% Pupil premium surveys to report that students feel happy and safe in school.

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: £ 143,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – Subscription to PTI to inspire teachers and enrich their subject knowledge by providing	EEF – guide to pupil premium – tiered approach -teaching is top priority, including CPD	1

Chris Roberts Literacy coordinator	Students who enjoy reading are motivated to read more frequently and make better progress. EEF Oral language interventions. EEF Reading comprehension strategies.	3
SENCO – LSA's, EAL students.		
EAL- Mr Sembri working with new starters Yr7-11 on new phonics, basic English grammar. Providing reading pens/translator pen.	EEF one to one tutoring/phonics EEF Collaborative learning	1/3 2
LSA's – Providing one to one support and intervention. Small group work on Literacy, Numeracy, and speech and language. During form time, after school and withing lessons. Year 7AA and 8AA classes.	EEF One to one tutoring/small group intervention/ EEF Oral interventions consistently show positive impact on learning. EEF – Social and emotional learning	1 1
School Council – The school council are running projects and implementing changes within their individual areas of expertise. There are wellbeing prefects, co-curricular prefects, and academic prefects. Everyone on the council has undertaken a continued leadership programme. As well as growing together as leaders and meeting once a week as a team, each individual group work as a team on their own projects.	EEF – Peer Tutoring EEF – One to one tuition EEF – One to one tuition EEF – One to one tuition	1
Action Tutoring		
A contribution to school lead tutoring.		

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

Budgeted cost: £ 315,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Manager family support worker (Gurpreet Sembhi) and Home liaison office (Sahdia Khan) with specific PP attendance focus. Home visits completed every day, calls to parents, parental meeting regarding attendance. Family connect and easy help forms actioned.	Attendance data EEF – Behaviour interventions	4
Cultural Capital - Financial support for enrichment activities/Educational trips to increase Cultural Capital and recorded onto SIMS activity module. Outdoor learning/Pool Island	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged students. Learning is contextualised in concrete experiences and language rich environments.	2
Library - reading interventions - 3-4pm Mon to Friday after school reading support provision for all year groups.	EEF – Reading comprehension strategies	1/3
Radley Radley partnership work - EasyA Maths mentoring (targeted at Yr 11 High effort, low progress)	EEF – Social and emotional learning EEF- One to one tuition	1/3

students), Reading pairs programme (Yr 9 students who are between 1-2 years below reading age & have high engagement) School Councillor and School Mentor Use of Zumos for students to access well-being support at home. Use of external agencies – Malachi and foundations for the future. Small one to one mentoring. Baseline assessments, anxiety workshops where there is a need. Parental support. Autism parenting project. Coffee mornings once a term. Parent workshops and reviews for SEN students. Lead behaviour mentor - Chris Cousins – Liaise with AP students and parents to monitor risk limitation. Criminal exploitation of young students that are at AP. 2 times a week at Island Pool - refocusing program Mark Herbett Stuart Barratt Kevin Caines Contribution to subscription of: My Concern safeguarding software Ladywood Police Panel National Online Safety The Key Safeguarding	EEF – Social and emotional learning EEF- One to one tuition EEF – Outdoor adventure learning shows positive benefits on academic learning and self-confidence. EEF – Social and emotional learning Students who can follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	1/2/4 2 1
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Centre		
Birmingham Education Safeguarding		
Visiting speakers		
Instrumental lessons - Peri Musicians		
Careers – Our Careers Team accompany disadvantaged pupils to college Open Days and will take them to their interviews to ensure that travel is not a barrier.		

Total budgeted cost: £ 655,450