



## Pupil Premium Strategy / Self Evaluation – Broomfield Primary School

1. Summary Information					
School Name	Broomfield Primary School				
Academic Year	2019/20	Total estimated PP Budget	£27,720	Date of most recent PP review (if applicable)	September 2019
Total number of pupils	208	Number of pupils eligible for PP	21	Date of next internal review of this strategy	September 2020

2. Current attainment and attendance		
	Pupils eligible for PP (27 – 22 not including FS, children left and new children joining)	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	100	-
% making expected progress in reading (all PP children less FS-25)	68	-
% making expected progress in writing (all PP children less FS-25)	64	-
% making expected progress in maths (all PP children less FS-25)	68	-
% absences		-
% persistent absenteeism (below 90%)		-

3. Review of expenditure for previous year – 2018-2019				
i. Quality of teaching for all				
Action	Intended Outcomes	Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).	Lessons Learned (and whether you will continue this approach)	Cost
Reading challenges in KS2, increased individual reads for fluency and increased use of class books. Books bought.	Improved vocabulary and fluency	The percentage of children making average steps progress in reading increased from 67 to 68%. All PP children in Year 6 were at the expected standard in KS2 SATs.	This will continue as there is greater progress in KS2.	£250
Pupil progress meetings to focus specifically (but	Teachers have a clear view of the specific needs of PP children	All teachers are now aware of the needs of the PP children in their own class and how	This will continue as teachers have new children in their classes now.	£525

not exclusively) on the attainment and progress of PP children	and can identify appropriate interventions.	to support them. All teachers identify PP children on intervention programmes which is then checked by SLT.		
<b>ii. Targeted Support</b>				
<b>Action</b>	<b>Intended Outcomes</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).</b>	<b>Lessons Learned (and whether you will continue this approach)</b>	<b>Cost</b>
Targeted daily individual reading	PP children to meet at least the expected standard in reading	Both children in Year 2 did not meet the expected standard, however all children in Year 6 did.	To continue throughout the school with more focus on KS1.	£280
1:1 re-teach for LAC children in order to increase their attainment to include a Kindle Fire plus any apps required to aid this.	The learning gap will continue to close for those specific children	LAC children involved left the school after gaining a permanent placement.		£600
Targeted small group interventions Maths Spelling Phonics Yr 6 booster (1:1)	Children to meet at least the expected standard in English & Maths and make at least expected progress.	The 2 PP children in Year 1 both passed the phonics check, both PP children in Year 2 did not meet the expected standards and all PP children in year 6 did	To be continued for Year 3 PP children who have moved on from Year 2. Also to be continued for Year 6 PP children as this was a success.	£175
Tea, toast and talk emotional literacy intervention	An improvement in children's emotional literacy and well-being	All Pp children have been given the opportunity to attend tea, talk and toast which has led to an improvement in PP children's well-being.	To be continued.	£650
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended Outcomes</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on non PP pupils if appropriate).</b>	<b>Lessons Learned (and whether you will continue this approach)</b>	<b>Cost</b>
Forest School	Improvement in self-esteem, behaviour, confidence and development of life skills – e.g. team work etc.	1 PP child made accelerated progress whereas the other child showed an increase in confidence and independence.	To continue.	£500

Milk, uniform, equipment etc.	PP children have access to school milk and all equipment needed	This has continued to maintain the well-being of PP children.	To continue.	£370
Trip contributions	PP children will be given the opportunity to have positive experiences outside the classroom.	This has continued to maintain the well-being of PP children.	To continue.	£1,500

4. Barriers to future attainment (For PP eligible pupils only)	
Academic Barriers (Issues to be addressed in school)	
A.	A significant number of our PP children have emotional/behavioural difficulties that affect their ability to learn
B.	Some children have gaps in their learning due to previous absence/disengagement
C.	A significant number our PP children are SEND with a range of challenging difficulties this has a negative effect on our data
Additional Barriers (Issues that affect PP pupils outside of school e.g. attendance)	
D.	Attendance
E.	Limited support at home for reading/homework

5. Intended outcomes (specific outcomes and how they will be measured)		Success Criteria
A.	High level of well-being support in place to support PP children to engage fully in their learning.	PP children who are cognitively able make at least expected progress in English and Maths
B.	PP children to have increased individual high quality reading experiences.	PP children who are cognitively able make at least expected progress in English and Maths
C.	Comprehensive intervention programme in place to support gaps in learning in En & ma.	PP children who are cognitively able make at least expected progress in English and Maths
D.	All SEND ,PP children to receive on going bespoke support with provision reviewed and adapted regularly.	Children to achieve their full potential in relation to their learning ability
E.	Additional reading for children not supported at home, homework support given in school to enable completion	PP children who are cognitively able meet age related expectations

6. Planned expenditure					
The three headings enable you to demonstrate how you are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Reading challenges in KS2, increased individual reads for fluency and increased use of class books. Books bought.	Improved vocabulary and fluency	Increased vocabulary and book usage by PP children who have limited supplies of challenging books at home to read.	Reviewed at Pupil Progress meetings and Reading Record checks.	TR	Termly
Pupil progress meetings to focus specifically (but not exclusively) on the attainment and progress of PP children	Teachers have a clear view of the specific needs of PP children and can identify appropriate interventions.	Teachers have raised awareness of the needs of PP children and are able plan to meet their needs effectively. It is important teachers interrogate their own data to inform their teaching – these meetings aid this.	Meeting led by TR in conjunction with the class teacher	TR	Termly
<b>Total Budgeted Cost</b>					<b>£1,025</b>
ii.Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Targeted daily individual reading	PP children to meet at least the expected standard in reading	School evaluations of the impact of interventions have shown this to have significant impact	Targeted progress in place reviewed at pupil progress meetings and evaluated termly	TR	Termly
Targeted small group interventions Maths	Children to meet at least the expected standard in English &	Effective way of meeting individual and group needs whilst	Intervention programme timetabled – on paper for all.	TR	Termly

Spelling Phonics Yr 6 booster (1:1)	Maths and make at least expected progress.	maintaining the cohesion and momentum of the whole class maths and English sessions.	Expectations made clear during Pupil progress meetings. Staff identify focus for each group based on need.		
Tea, toast and talk emotional literacy intervention	An improvement in children's emotional literacy and well-being	The group had a positive impact on children last year.	Observations and discussions with staff leading and class teachers.	LJ/VB	Termly
Total Budgeted Cost					£22,569
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Forest School	Improvement in self-esteem, behaviour, confidence and development of life skills – e.g. team work etc.	Research has shown that these outdoor learning such as the forest school programme can have a significant impact on attainment and progress and in children's well being	Children go off site and are taught by a trained member of staff from Charnwood Borough Council.	AA	Termly
Milk, uniform, equipment etc.	PP children have access to school milk and all equipment needed	Maintains well-being of PP children.	HT working with SBM	AA	July 2019
Trip contributions	PP children will be given the opportunity to have positive experiences outside the classroom.	Maintains well-being and confidence of PP children.	Liaise with SBM	AH	July 2019
Total Budgeted Cost					£3,021

## 7. Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.