



Pupil Premium Strategy / Self Evaluation – Broomfield Primary School

1. Summary Information					
School Name	Broomfield Primary School				
Academic Year	2020 - 2021	Total estimated PP Budget	£31 590 based on Jan census 25 pupils	Date of most recent PP review (if applicable)	October 2019
Total number of pupils	207	Number of pupils eligible for PP	19 as at 24/11/20 (9%)	Date of next internal review of this strategy	March 2021

2. Current attainment and attendance		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
% achieving expected standard or above in reading writing and maths (KS2 SATs)	NA	-
% making expected progress in reading	100%	100%
% making expected progress in writing	100%	100%
% making expected progress in maths	100%	96%
% absences	NA	-
% persistent absenteeism (below 90%)	NA	-

3. Review of expenditure for previous year – 2019 - 20			
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)
Reading challenges in KS2, increased individual reads for fluency and increased use of class books. Books bought.	Improved vocabulary and fluency	All pupils showing an increase in vocabulary and book choices more appropriate. Children reading more widely and attainment showed an increase from Aug – Mar.	Vocabulary teaching and reading approaches to continue
Pupil progress meetings to focus specifically (but not exclusively) on the	Teachers have a clear view of the specific needs of PP children	Meetings have identified specific individual needs and appropriate support/interventions in	Bespoke catch up teaching and interventions to continue.

attainment and progress of PP children	and can identify appropriate interventions.	place to narrow gaps in learning. Support staff deployed effectively to deliver interventions.	
ii. Targeted Support			
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)
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 had significant impact and an increase in attainment and progress from starting points seen.	Continue.
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.	Pupils on track to make good progress from Aug – Mar.	Bespoke targeted interventions to continue next year.
Tea, toast and talk emotional literacy intervention	An improvement in children's emotional literacy and well-being	Emotional and social improvement evident both in small group and in the wider class.	Continue if possible next year.
iii. Other approaches			
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)
Forest School	Improvement in self-esteem, behaviour, confidence and development of life skills – e.g. team work etc.	Outdoor learning had a significant impact on children's well-being and supported a positive attitude to learning in class. Class teachers indicated pupils demonstrated positive attitudes towards learning and confidence.	Continue if possible.
Milk, uniform, equipment etc.	PP children have access to school milk and all equipment needed	Well-being and health of pupils supported.	Continue.
Trip contributions	PP children will be given the opportunity to have positive experiences outside the classroom.	Children able to experience residential and outdoor pursuits developing their self-esteem and confidence.	Continue if possible.

4. Barriers to future attainment (For PP eligible pupils only)	
In-school analysis in March identified a number of gaps. During the first lockdown, remote learning was of the highest quality the school could offer and engagement was high. Towards the end of lockdown, engagement was harder and many pupils despite the school's best efforts did not fully engage in their work. These factors contributed to a degree of uncertainty around progress and learning of our pupil premium children. It was clear that a robust and clear set of assessments were needed at the start of the academic year to identify individual starting points as well as the pupil's well-being.	
Academic Barriers (Issues to be addressed in school)	
A.	Addressing gaps in learning exacerbated by the period of lockdown.
B.	The impact the period of absence had on well-being.
C.	The significant number PP children which have SEND needs too.
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.	Ensure the curriculum is tailored to class needs and supports the successful return of all learners, allowing them to fill in lost gaps.	<ul style="list-style-type: none"> Data analysis shows that the % of PP children working at expected/greater depth in all subjects has increased during the year. Furthermore, from their starting points, pupils have made significant improvements in closing gaps in their own learning. The curriculum is sequenced so new knowledge builds on what has been taught before. Adapt and amend support as priorities change during the year.
B.	Ensure our pupils return to school and have their individual and collective mental health and well-being needs met.	<ul style="list-style-type: none"> Pupils will demonstrate core values inside and outside the classroom. Demonstrate positive learning attitudes and behaviours such as resilience, attention and independence.
C.	Ensure that pupils who meet both SEN/PP criteria are clearly targeted and are all included in catch-up/intervention programs.	<ul style="list-style-type: none"> Data shows that pupils that fall into both groups show at least good progress from starting points.
D.	That all pupils especially PP children do not fall into the PA category for attendance and that it is at least good.	<ul style="list-style-type: none"> Regular meetings with the school attendance and welfare officer show that support/challenge is provided for families that need it. The % of PP pupils who are also PA reduces during the year.
E.	Support is provided for reading/homework in school and out using Reading Planet/school homework club.	<ul style="list-style-type: none"> Data analysis shows reading progress is good from starting points and that a significant % meet expected by the end of the year. Homework is completed and so supports learning.

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?
E. To ensure access to good quality reading texts and engaging materials to develop further reading engagement. Magazine subscription	Reading engagement in children increases. Identified gaps in learning narrow in reading and pupil progress is at least good.	Baseline entry lower for reading. Reading is still a high priority across the whole school for all pupils.	English lead to monitor use of Reading Planet and take the lead. Magazine choices to be shared with pupils and used weekly across KS2.	TR	December 2020
A. Pupil progress meetings with AHT/HT for all year groups at least termly.	Pupils identified who are at risk of not making expected progress and next steps clearly identified and implemented.	Meetings provide good evidence of where children are at both academically and emotionally and ensure the right support is in place but also a high level of challenge to staff to ensure the best outcomes for pupils.	HT responsible for rolling out meetings and ensuring parity across the school.	AA	December 2020
E. To upgrade current remote learning platform ensuring all pupils (where possible) have access to online homework.	Pupils have access to online homework allowing them to complete in a variety of ways linked to learning	Online homework focussed on basic skills in Autumn widening to other subject areas for curriculum enrichment in Spring/Summer.	Key Stage leads will monitor use and effectiveness of homework within own key stages.	KC & LJ	December 2020

	styles and differentiation.				
A. Phonics interventions and catch-up sessions	Gaps in phonic knowledge and awareness are narrowed and Year 2 and Y1 meet national in phonics screening.	The importance of early reading and phonics is crucial to ensuring pupils remain on track to reach end of key stage expectations.	Phonics lead to monitor implementation and effectiveness.	KC	End of academic year 2020-21
A. Weekly Echo reading with an LSA	Reading fluency increases and reading engagement and levels of progress and attainment increase.	Reading baselines and fluency indicate gaps and pupils need regular opportunities to read to adults and develop fluency and comprehension.	English subject lead to monitor quality of interventions and their impact.	TR	
Total Budgeted Cost					£5 500
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?
E. Provide lunchtime homework clubs.	All pupils have an opportunity to complete homework in a timely manner and is of good quality.	Homework supports wider curriculum learning and helps support gaps in learning.	KS leads to monitor the offer for all pupils and ensure it is made available for pupils.	KS leaders.	Termly
C. Bespoke intervention offer with well-trained LSA's/class teachers.	Gaps identified from baseline assessments are covered by bespoke interventions such as Echo reading, comprehension groups, 1:1 reading, maths calculation groups etc.	Gaps evident from baseline assessments and bespoke interventions needed.	Pupil progress meetings will identify and discuss impact.	Headteacher	Termly
D. Ensure that the attendance of PP pupils is	Attendance of some PP pupils is PA in previous years or borderline.	Higher attendance will lead to minimal loss of	HT to have termly meetings with attendance officer and	Headteacher	Termly

at least good and does not fall into PA category.		learning and therefore gaps can be narrowed.	monitor attendance weekly.		
Total Budgeted Cost					£21 290
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?
Specific music tuition	To have developed musical confidence and the ability to play an instrument at a basic level.	Curriculum enrichment and providing an opportunity pupils would not normally be able to take up.	Monitored by teaching staff and SLT.	CD	Termly
Enrichment opportunities/trips/visits/ Residential stays	To develop self-confidence and a wider curriculum understanding.	To provide pupils with an experience that will be long lasting and to develop inter-personal skills and self-confidence.	SLT	LJ	Summer 21
Milk purchased and made available to all PP children at breaktimes.	Helps pupils to be well nourished and hydrated.	Benefit their capacity to stay alert and focussed which will support progress.	Office manager to ensure milk is purchased and pupils encouraged to have it.	AA	Summer 21
Total Budgeted Cost					£4 800

7. Additional detail

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

