

Pupil premium strategy statement

Broomfield Primary School 2021/2 – 2024/5

School overview

Detail	Data
School name	Broomfield Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10% - 21 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Alex Allison Headteacher
Pupil premium lead	Alex Allison Headteacher
Governor / Trustee lead	Lee Wragg LAB Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28, 245
Recovery premium funding allocation this academic year	£3480
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	£31, 725

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. We will implement the School Led Tuition Grant, use any Recovery funding to support the delivery of catch-up interventions both inside and outside school time.

Our delivery will be robust and based on the current needs of individuals based on high quality diagnostic assessment to pinpoint need. All disadvantaged pupils will be challenged and staff will take responsibility for any disadvantaged pupils to ensure they raise the expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with staff indicate that pupil's listening skills and ability to focus on tasks are not as strong as they should be. This is evident from EYFS to Year 2.
2	To reduce the % of PA pupils who are disadvantaged and to bring the PA in line with National. Attendance data since march (change to new MIS system) shows that attendance for pupil Premium children was 7% lower than that of all other children and the PA of pupil premium pupils was significantly higher than that of their peers.

3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in some areas of maths such as fractions and generally writing standards are lower than previously.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers especially in year 1 and 2 where they have been most hit by lockdowns and pandemic learning.</p>
5	<p>Pupils social and emotional well-being has been identified as a priority to ensure pupils including those who are disadvantaged. Many of these pupils require additional support with their emotional needs.</p>

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
Improved pupil's attention levels and listening ability.	Assessments and class observations demonstrate significantly improved concentration skills in lessons leading to improved outcomes. This is evident when triangulated with pupil outcomes, book scrutinies and engagement in lessons.
Improved attendance levels and reduced PA among disadvantaged pupils.	By the end of KS2, PA levels for disadvantaged pupils are in line or lower than those of their peers nationally. A narrowing of the attendance gap is seen between disadvantaged pupils and others each year until the end of KS2 in 2024/25.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved reading attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none">• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reproduction costs of diagnostic assessments.</p> <p>Training for staff to ensure assessments are delivered correctly release time for progress meetings to ensure results are interpreted correctly and appropriate next steps identified.</p>	<p>Standardised, diagnostic tests provide reliable insights into specific areas of strength and weakness for each pupil and ensure that they receive the correct additional forensic support through intervention.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3, 4
<p>Provide robust CPD based on research around feedback, teaching and learning.</p> <p>Fund the release of teachers to take part in Teacher Research Groups to enhance and develop own practice further.</p>	<p>There is strong evidence that high quality CPD for staff and collaborative working models can enhance delivery leading to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-on-professional-development</p>	1,3,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £21 325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Delivering high quality small group intervention based on diagnostic and forensic evidence</p>	<p>Evidence from the EEF indicates that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom duties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3,4

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

Budgeted cost: £3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p>Additional sessions for pupils who require a social and emotional support leading to greater listening and instruction following in class.</p>	<p>The research indicates that social and emotional aspects to learning can have a positive impact on outcomes. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to improved reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 5
<p>To continue to support enhancement activities for pupils to support well-being</p>	<p>Enrichment activities enhance high quality curriculum provision and support pupil engagement and well-being.</p>	1,2,3,5

Total budgeted cost: £31 725

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 2020 to 2021 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where needed. We are building on that approach with the activities detailed in this plan.

The recovery curriculum was implemented and gaps identified through diagnostic testing. Interventions were in place for all disadvantaged children and this is in place within the plan still.

Attendance although broadly in line with National was lower for disadvantaged pupils and this is why it is included in the plan again.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite many disadvantaged pupils being on track at the end of 2019/2020, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Support staff were deployed to give targeted support to pupil premium children and data indicates a steady increase in progress throughout the year for reading, writing and maths. Our ELSA supported children across the year through regular talk time and working with children on specific areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.