



## Broomfield Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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	Broomfield Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Alex Allison
Pupil premium lead	Alex Allison
Governor / Trustee lead	Sam Strong

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22 160
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24 770

# 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 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.

### **The key principles of our strategy plan:**

1. We will ensure that we have a detailed understanding of the barriers our disadvantaged pupils face by undertaking a variety of robust assessments which may include looking at:
  - Attainment and progress data
  - Attendance data
  - Information from adults in school and/or parents/carers on well-being, mental health and safeguarding
  - Diagnostic assessments which provide opportunities to reflect on our pupils' thinking, strengths and areas for development
2. We will foster a whole school approach where all adults have high expectations for what all pupils can achieve; both disadvantaged and non-disadvantaged.
3. Developing resilience, having positive wellbeing and good attendance for our pupils will be valued and encouraged by all staff.

## Challenges

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

Challenge number	Detail of challenge
1	Children enter the Foundation Stage with poor concentration, listening and language skills.
2	The attendance of disadvantaged pupils whose attendance is less than 90% is higher than that of non-disadvantaged children. Average attendance 2021 – 2022 was 89% disad. vs 95% non-disad.
3	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 as well as developing their resilience.
4	Many pupils do not read regularly at home for pleasure which has an impact on their application of phonological awareness, reading fluency and vocabulary development.

## 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
Improve language and communication skills amongst our disadvantaged children.	90% of our children will achieve 'expected' in the Communication and language section within the ELG.
Year 1 phonics outcomes for disadvantaged children will be in-line with those who are not disadvantaged (close the gap)	85% of children will pass the Y1 phonics screening check.
Attendance for all pupils especially those who are disadvantaged will improve and be sustained (close the gap)	Sustained high attendance over 90% for all disadvantaged children maintained until at least 2023/24.
Children's well-being and resilience is developed and sustained especially for the disadvantaged children.	Sustained high levels of wellbeing will be demonstrated by PSHE pre-post assessments and by pupil and parent voice. Increase in the % of take up in enrichment activities by disadvantaged children.
Reading attainment and phonics outcomes increase and a clear improvement from the baseline is evident.	KS1 and KS2 reading outcomes show that at least 80% of disadvantaged children meet the expected standard.

## 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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of standardised diagnostic assessments:</b></p> <ul style="list-style-type: none"> <li>• Pixl Platform</li> <li>• Phonics Tracker</li> </ul> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.pixl.org.uk">https://www.pixl.org.uk</a></p> <p><a href="https://www.phonicstracker.com">https://www.phonicstracker.com</a></p>	1,4
<p><b>Provide high quality CPD for teachers and subject leaders in line with EEF Guidance through:</b></p> <p>Attendance at LA and Trust run subject leader network meetings and professional development opportunities</p> <p>External Consultants delivering CPD for teachers and support staff</p> <p>Access to online CPD through the National College membership</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Using the EEF Recommendations:</p> <ol style="list-style-type: none"> <li>1. Focus on the mechanisms.</li> <li>2. Ensure it builds on knowledge, motivates staff develops teaching techniques, and embeds practice</li> <li>3. Implement professional development programmes with care, taking into consideration the context and needs of the school.</li> </ol> <p><a href="#">EEF   Effective Professional Development   Guidance Reports</a></p>	3,4
<p><b>Staff participation in Teacher Research Groups</b> and ongoing mentoring / coaching activities linked to our School Development Priorities &amp; Rosenshines Principles of Instruction</p>	<p>Quality Teaching and professional development through 'defining a problem you want to solve and identifying appropriate practices.</p> <p><a href="#">EEF   Putting Evidence to Work</a></p>	4

<p><b>Provide high quality CPD for teachers and support staff</b> in KS1 in Phonics to support pupils who do not pass their phonics screening at end of KS1, link to current scheme of work in KS1 and EYFS (Twinkl Phonics)</p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Federation   EEF</a></p>	<p>4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5000

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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Engaging with the school-based tutoring programme 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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3,4</p>

Delivering high quality small group intervention based on diagnostic and forensic evidence - PiXL	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. <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>	3,4

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

Budgeted cost: £4770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</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><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></p>	3

To continue to support enhancement activities for pupils to support well-being	Enrichment activities enhance high quality curriculum provision and support pupil engagement and well-being.	1,2,3,4
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**Total budgeted cost: £24 770**

## 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 2021 – 2022 academic year.

Our internal assessment for Year 2 (KS1 pupils) indicates that disadvantaged pupils performed similarly or better than their peers. However, there was only one pupil that met the disadvantaged criteria. Attendance however was 2% lower for that pupil.

End of Year 6 (KS2 pupils) external assessments indicated that disadvantaged children's value added was higher in many cases (such as reading, writing, GPS) than their peers. Attendance for this group is broadly in line with their peers. However, across the school more widely there is a 6% deficit.

Our observations indicated that children's listening and concentration levels were impacted last year by Covid-19 related issues still and wellbeing time/ELSA was made available for all children as required.

### 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
Twinkl Phonics	Twinkl