



# Broomfield Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 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	184
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023 - 2024
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Alex Allison
Pupil premium lead	Alex Allison
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23, 280
Recovery premium funding allocation this academic year	-
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	£23,280

# 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	The attendance of disadvantaged pupils whose attendance is less than 90% is higher than that of non-disadvantaged children. Average attendance 2022 – 2023 was 92.6% disad. vs 95.5% non-disad.
2	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.
3	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
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 2024/25.
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>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>	3
<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
<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>	3

<p><b>Provide high quality CPD for teachers and support staff in reading.</b></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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 reading sessions targeted at disadvantaged pupils who require further reading support. This will be delivered in collaboration with our local English hub.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>3</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</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="https://educationendowmentfoundation.org.uk">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</p>

pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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

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

Budgeted cost: £3280

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Additional sessions for pupils who require a social and emotional support leading to greater listening and instruction following in class.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a>	2

	<a href="#">learning-toolkit/social-and-emotional-learning</a>	
To continue to support enhancement activities for pupils to support well-being	<p>Enrichment activities enhance high quality curriculum provision and support pupil engagement and well-being.</p> <p>Wraparound care to offer enrichment activities but also to improve attendance and lateness.</p>	1,2,3

**Total budgeted cost: £23 280**

## 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 2022 – 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022 - 2023 academic year using key stage 1 and 2 performance data, phonics-check, EYFS results results and our own internal assessments

The attendance gap has narrowed and disadvantaged pupils are 2.9% below non-disadvantaged pupils but overall disadvantaged pupil's attendance was above 90% and was 92.7%

Our Foundation Stage outcomes were increased from 61% GLD to 76% with 86% achieving expected in communication and language and this meets the aim set out.

Year 1 phonics outcomes show that all children who are pupil premium eligible passed the phonics screening and that phonics outcomes have increased to 90%

Our internal assessment for Year 2 (KS1 pupils) indicates that disadvantaged pupils performed less well than their peers. In this cohort there are only 4 eligible pupils therefore percentages are high. The gap is narrower for maths with 2 out of 4 pupils achieving the expected standard. It is important to note that 3 of the 4 disadvantaged pupils are also SEN are were working at pre-key stage.

End of Year 6 (KS2 pupils) external assessments indicated that disadvantaged children's performed lower than their peers with reading and writing being the strongest. The outcomes overall for the school were lower.

### 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



