

# Pupil premium strategy statement 2022-23



## Broomley First School

This statement details our school's use of pupil premium 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	Broomley First School
Number of Pupils in school	135
Proportion (%) of Pupil Premium Eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorized by	Kelly Howe
Pupil premium lead	Kelly Howe
Trust/governor lead	Denise Kendal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8310
Recovery premium funding allocation this academic year	£2,000
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	<b>£10,310</b>

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## Statement of Intent



At Broomley First School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential. We recognise in our school that a high proportion of the disadvantaged children in our setting are academically able, and receive as much focus as less academically able to ensure they do not risk under-performing.

We do this by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children
- Having high expectations of all pupils and ensuring all staff believe that all children can achieve well
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective.
- Remembering that pupil premium is just one measure of being disadvantaged.
- In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our policy includes a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families with the support and deployment of external agencies where appropriate.

All strategies employed at Broomley First School are evidence-informed using recommendations and endorsements outlined by Education Endowment Foundation research and Toolkit.

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## Challenges

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

Challenge Number	Detail of Challenge
1.	<u>Reduced Outcomes in work – fewer children working at Depth in Reading, writing and Maths.</u> The focus on key skills and filling gaps in the previous year has impacted the extending into Depth, and subsequent opportunities to demonstrate depth in work.
2.	<u>Social, emotional and mental health: Lack of emotional resilience:</u> The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers at our school. This can affect their ability to concentrate on academic activities, particularly when tasks are challenging. They also appear reluctant to actively engage in lessons, remaining quiet and less confident than their peers.
3.	<u>Less engagement with home learning</u> Less engagement in supporting children at home with homework means we need to make sure children have opportunities to complete it regularly in school, and provide opportunities for independent study at home.
4.	<u>Transitional adjustments:</u> Due to transitional worries and attachment, links our pupils can find the transitions between classes, schools and teachers have a bigger impact. This in turn affects their attainment and progress in the first few weeks of any changes.
5.	<u>Attendance:</u> Low attendance rates impact on the ability to access learning, and create gaps in knowledge.

## 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
1. The proportion of PP pupils at greater depth in reading, writing and maths is greater, and at least in line with non-PP	Data and tracking outcomes show PP children are achieving at least in line with their peers, and at least 20% are working at

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children.	Depth in all three areas.
<p>2. Ensure disadvantaged pupils display positive attitudes to learning and independent learning behaviours.</p> <p>Pupils have strategies to communicate confidently and manage their emotions.</p>	<p>Observations show all pupils displaying independence, resilience, self-motivation and collaborative working.</p> <p>Children in social and emotional interventions show clear progress from individual baselines.</p>
<p>3. Ensure that disadvantaged pupils become fluent and confident readers.</p>	<p>The proportion of pupils passing the year 1 phonics screen remains at least in line with national averages.</p> <p>End of year data ensures that disadvantaged pupils (non SEND) are at least Expected in reading at the end of all key stages, with a proportion at Depth at least in line with national averages.</p>
<p>4. Ensure that disadvantaged pupils have successful, clearly structured, transitions at key points in their school life.</p>	<p>Children will adapt quickly and positively to their change, with little to no dip in their learning standard.</p>
<p>5. Pupil Premium children have good attendance.</p>	<p>The average attendance of pupil premium children is at 95%.</p>

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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: £ 2060

Activity	Evidence that supports this approach	Challenge number (s) addressed.
<p>Implementation of new phonics programme 'Little Wandle'. Specific purchase of catch up products for interventions. Ensure all children are receiving high quality phonics across reception and key stage 1 by ensure all staff have progressive resources, phonics training and receive regular coaching in effective phonics teaching. Children with gaps in KS2 have specific catch up sessions from the programme. Release time and support from a SLE. CPD £500 release and support £500 Catch up resources.</p>	<p>Phonics has a positive impact overall on children's reading. Using the schools SLE for coaching and mentoring of staff new to KS1 and also the school ECT.</p> <p>High quality coaching and regular training around best practice for TAs around reading, with a focus on high quality intervention around phoneme isolation, blending and segmenting.</p> <p><b>EEF: IMPROVING LITERACY</b> <b>Phonological awareness and phonemic awareness</b></p>	<p>1, 3</p>
<p>Lead Writing Teacher support and planning time with all staff members. Additional resources for this year. (Release time and additional training course for lead Teacher- £210 training day, release time £450 3 days supply cover)</p>	<p>Improving the outcomes and quality of writing for all through a structured, clear approach providing high challenge and consistency. The Write Stuff, by Jane Considine covers this and embeds a range of high level work and expectations.</p> <p><b>EEF: Improving Literacy at Key stage 1 – summary of findings. Point 5</b></p>	<p>1.</p>

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<p><b>Adopt the Zones of Regulation</b> as a focused whole school Approach. Training for all teaching staff. Key Teaching assistants and HLTA. Resources to support the teaching of sessions and Training needs £400</p>	<p>Many studies and recommendations from Behaviour support services.</p> <p><i>EEF: December 2018</i>  <a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a></p>	<p>2, 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><b>School Based Tutoring Programme</b> for 10 weeks. Led by a staff member with QTS. (£2000)</p>	<p>National initiative to support the gaps from Covid 19. <i>EEF initial 1 year summary report due Summer 2022.</i>                      EEF: Teaching and Learning – one to one Tuition suggests improvements of 5months+</p>	<p>1, 2, 3</p>
<p>Emotional Wellbeing and mental resilience Outdoor learning sessions. 2 x 7 week blocks. 1 day a week for 1:5 children. (£3000)</p>	<p>The benefits of an outdoor education and therapeutic wellness.  <i>Outdoor Learning.org. <a href="https://www.outdoor-learning.org/Good-Practice/Good-Practice/Outdoor-Mental-Health">https://www.outdoor-learning.org/Good-Practice/Good-Practice/Outdoor-Mental-Health</a></i></p>	<p>1, 2, 4</p>
<p>Target small group work to close gaps in phonics and accelerate progress with Little Wandle Rapid Catch Up Intervention in Year 2 +</p>	<p>Phonics has a positive impact overall (+% months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <i>EEF: Teaching Toolkit- Phonics</i></p>	<p>1, 3</p>
<p>Targeted 1:1 reading sessions to accelerate progress.</p>	<p>Research, which focuses on teaching assistants who provide 1:1 or small group targeted interventions, shows a stronger positive benefit of between 4 and 6 additional months on average.  <i>EEF: Toolkit- teaching Assistant interventions</i></p>	<p>1, 2, 3</p>

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number (s) addressed.
<p><b>Redeployment of HLTA role in school</b> to include 2 afternoons of parental engagement and attendance support.</p> <p>This change will include more formal and informal parental support, including learn together sessions, attendance support and developing community partnerships with other supportive agencies.</p>	<p><i>EEF: Working with parents to support Children's Learning.</i></p> <ul style="list-style-type: none"> <li>•The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</li> </ul>	5
<p>To offer fully funded breakfast places and or after school club places to support good attendance and punctuality.</p>	<p>"Extended schools have found to make a difference through breakfast clubs, after school programmes, multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches work"</p> <p><i>Extended service in practice – A summary of evaluation evidence for Head Teacher, DfE 2011</i></p>	5
<p>Funding toward provision of free school trips, swimming and extra-curricular experiences such as workshops</p>	<p>Participation boosts self-esteem and wellbeing and provide access to wider opportunities.</p>	3, 5
<p>Funds to support with uniform or and costs when needed.</p>	<p>Support with uniform costs and equipment further reduces financial pressure and burden upon families whilst also ensuring disadvantaged children are fully equipped for school by eradicating inequality</p>	5
<p><b>Specific individual transition plans</b> for all children at key transition points in school. May include extra visits/ sessions/ resources.</p>		4

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## 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

#### 2021 – 2022 Review:

##### Targets:

1. Ensure interventions are targeted, effective and run by highly trained staff.
2. Ensure disadvantaged pupils display positive attitudes to learning and independent learning behaviours.
3. Ensure that disadvantaged pupils become fluent and confident readers.
4. Ensure that disadvantaged pupils have successful, clearly structured, transitions at key points in their school life.
5. Pupil Premium children have good attendance.

During the 2021-22 academic year, we focused our priorities on key skills that we felt were impacted due to the pandemic and subsequent online learning. Mental health and supporting children to display positive attitudes remained a priority. Improving mental health and resilience continued to be an area of focus, as well as handwriting and key skills. There were some improvements due to the new curriculum changes, including the impact of the spelling programme 'Get Spelling' and the focused writing work of The Write Stuff, programme. Our internal assessment data for 2021- 22 suggest that the performance of disadvantaged pupils was around the same as in previous years in all areas of the curriculum, however there were fewer children working at depth across all three key areas. This is an area of improvement for the whole school this year, with particular identification within our Pupil Premium strategy too.

We identified that further coaching and training for staff will help embed this into our school to show maximum impact, with that particular focus on Depth.

Overall the school attendance was 94% however we identified that some of our PP children had lower attendance and were facing challenges linked to parental engagement. This year attendance will be a priority for school, particularly linked to parental engagement models and evidence based from the EEF. Our HLTA has an adjusted timetable to build parental links, run workshops and specifically target our key PP children to maximize their attendance.

We worked creatively to ensure our curriculum provision was broad and balanced, being mindful of the gaps that some children were experiencing and swiftly worked to close these gaps where possible. Interventions were in place and targeted carefully to address gaps and learning and support where needed. We used the National Tutoring Programme, which showed great impact for specific children, this year we will run this again, however it will focus on school based tutoring in a smaller block with our own highly trained staff.

Transition points were carefully managed, and extra transition sessions were added for individual children where needed. This year we have children transitioning schools, and this will continue to be a focus this year.



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## 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