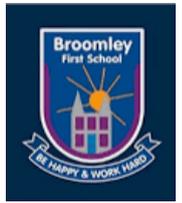


Pupil premium strategy statement 2023-24



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.

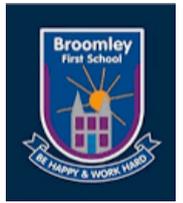
School overview

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	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024, September 2024
Statement authorized by	Gemma Ridley
Pupil premium lead	Katie Jacobs
Trust/governor lead	Catherine Argent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£2,320
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	£15,415

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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.

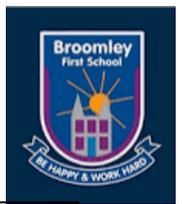
Challenge Number	Detail of Challenge
1.	<u>Reduced Outcomes in work – fewer children working at Depth in Reading, writing and Maths.</u> The focus on key skills and filling gaps in previous years has impacted the number of pupils working securely at Greater Depth in the core subjects.
2.	<u>Social, emotional and mental health: Lack of emotional resilience:</u> The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers at our school. This is having some impact on 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, our pupils can find the transitions between classes, schools and teachers a worry. This in turn can impact their attainment and progress in the first few weeks of any change.
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 at least in line with non-PP children.	Data and tracking outcomes show PP children are achieving at least in line with their peers, and at least 10% are working at

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	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 readers which supports confident writing.</p>	<p>The proportion of pupils achieving the phonics standard 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

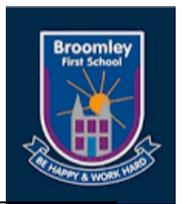
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2190

Activity	Evidence that supports this approach	Challenge number (s) addressed.
<p>Consolidation of the phonics programme 'Little Wandle' with all existing staff and initial training on the programme with three new staff members. Ensure assessment is accurate so that all children are receiving high quality phonics across reception and key stage 1. Staff will have quality 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. Specific purchase of catch-up products for interventions. 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>EEF: IMPROVING LITERACY <i>Phonological awareness and phonemic awareness</i></p>	<p>1, 3</p>
<p>Leading Learning Teacher support and planning time with all staff members. Additional resources for this year. (Release time and additional</p>	<p>Improving the outcomes and quality of writing for all through a structured, clear approach providing high challenge and consistency. The Literacy Shed covers this and embeds a range of high level work and expectations.</p> <p>EEF: Improving Literacy at Key stage 1 – summary of</p>	<p>1.</p>

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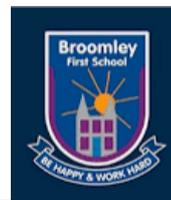
training course for lead Teacher- £250 training day, release time £540 3 days supply cover)	<i>findings. Point 5</i>	
Adopt the Zones of Regulation as a focused whole school Approach. Training for all teaching staff. Key Teaching assistants and HLTA. Resources to support the teaching of sessions and Training needs £400	Many studies and recommendations from Behaviour support services. <i>EEF: December 2018</i> https://www.zonesofregulation.com/research--evidence-base.html	2, 4

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number (s) addressed.
School Based Tutoring Programme for a maximum of 10 weeks per group. Led by a staff member with QTS. (£3000)	National initiative to support the gaps from Covid 19. <i>EEF initial 1 year summary report due Summer 2022.</i> <i>EEF: Teaching and Learning – one to one Tuition suggests improvements of 5months+</i>	1, 2, 3
Emotional Wellbeing and mental resilience Outdoor learning sessions. 2 x 7 week blocks. 1 day a week for 1:5 children. (£3000) Specified small group work with a key member of staff (DH/HLTA) around developing resilience.	The benefits of an outdoor education and therapeutic wellness. <i>Outdoor Learning.org. https://www.outdoor-learning.org/Good-Practice/Good-Practice/Outdoor-Mental-Health</i>	1, 2, 4
Work with a group of identified pupils to close gaps in phonics and accelerate	Phonics has a positive impact overall (+% months) with very extensive evidence and is an important component in the development of early reading	1, 3

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progress with Little Wandle Rapid Catch-Up Intervention. Year 2 +	skills, particularly for children from disadvantaged backgrounds. <i>EEF: Teaching Toolkit- Phonics</i>	
Targeted 1:1 reading sessions to accelerate progress. (TA time 2x afternoons per week @ £1500)	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>	1, 2, 3

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number (s) addressed.
<p>HLTA timetable to include 4 afternoons per half term of parental engagement and attendance support. This change will include more formal and informal parental support, including learn together sessions, attendance support and developing community partnerships with other supportive agencies. HLTA will be visible on the playground each morning and afternoon building relationships with families. The HLTA will support at open evenings and activity afternoons. Attendance at SEND and family support meetings as appropriate to build relationships with families.</p>	<p><i>EEF: Working with parents to support Children's Learning.</i></p> <ul style="list-style-type: none"> •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. 	5
To offer fully funded breakfast places and or after school	"Extended schools have found to make a difference through breakfast clubs, after school programmes,	5

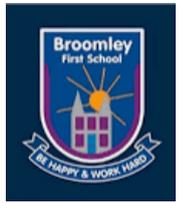
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club places to support good attendance and punctuality. Regular attendance monitoring sessions will identify eligible families and support will be offered.	multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches work” <i>Extended service in practice – A summary of evaluation evidence for Head Teacher, DfE 2011</i>	
Funding toward provision of free school trips, swimming and extra-curricular experiences such as workshops	Participation boosts self-esteem and wellbeing and provide access to wider opportunities.	3, 5
Specific individual transition plans for all children at key transition points in school. May include extra visits/ sessions/ resources.	Participation boosts self-esteem and wellbeing and provide access to wider opportunities.	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes



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This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

2022 – 2023 Review:

During the 2022-23 academic year, we continued to focus our priorities on key skills that some children were missing as direct result of the past COVID situation. It was felt that some pupils in Year 2 and Year 1 had some emotional resilience gaps. Work will continue in mental health and supporting children to display positive attitudes in 2023 - 2024.

Further curriculum changes continued, particularly in bringing on board a new writing scheme. This piece of work is in progress and will continue to show benefits into the new cycle. Assessment data suggests 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 the core subjects. This will remain an area of improvement for the whole school this year, with particular identification within our Pupil Premium strategy too.

School attendance in 2022-2023 was 96.1%. Data analysis indicates that some of our PP children had lower attendance. Pupil Premium attendance was 94% which is below our target. There are still some 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. Due to some staffing difficulties which resulted in the HLTA having reduced time to work consistently to build parental links, run workshops and specifically target our key PP children to maximize their attendance. We can see from the sessions undertaken that this is a worthwhile exercise and impacted positively in some cases. Therefore, we will aim to run sessions more consistently this year.

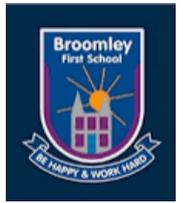
We worked creatively to ensure our curriculum provision was broad and balanced, being mindful of the gaps that some children were experiencing and swiftly worked to close these gaps where possible. Interventions were in place and targeted carefully to address gaps and learning and support where needed. 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.

Last year transition was carefully managed in a more systematic approach. The impact was positive for the pupils and we will continue to build upon this approach going forward.

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.

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Programme	Provider