

# Pupil premium strategy statement (primary)

Due to the pandemic and national lockdown, some targets will remain the same. This strategy will compliment what has been written in the catch up fund strategy.

1. Summary information					
School	Broomwood Primary School				
Academic Year	2021-2022	Total PP budget	£165,055 +£445 EYFS	Date of most recent PP Review	Dec 2021
Total number of pupils	446 including nursery and pre-school	Number of pupils eligible for PP	129- This doesn't include the Oct census	Date for next internal review of this strategy	Oct 2022

2. Current attainment					

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Language and communication within the EYFS is lower for pupils who are eligible for pupil premium compared to non-pupil premium. This impacts on literacy progress in subsequent years
B.	The school still has a significant number of pupils leaving year 6 unable to read- tackling the bottom 20%
C.	The number of PP pupils achieving the expected standard in reading writing and maths
D.	White British boys and girls underperforming as a group in achieving greater depth- particularly those who are pupil premium

### External barriers (issues which also require action outside school, such as low attendance rates)

D.	The knowledge of the parents in being able to support with homework and reading
E	The limited experiences that the children have- impacts on their overall general knowledge
F	The amount of time that children have spent away from school due to the national lockdown
G	The time that children have to spend away from school due to self-isolation
H	Attendance for key families has been poor since returning after the last lockdown and due to new variants

## 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the outcomes for pupils not achieving the expected standard in reading (bottom 20%)	To show accelerated progress with these pupils- 6 steps and beyond and some pupils starting to achieve the expected standard
<b>B.</b>	To improve the number of pupils achieving GLD at the end of reception	To aim for at least 65% (lower due to pandemic)
<b>C.</b>	To improve the number of pupils eligible for pupil premium achieving the expected standard in reading, writing and maths	To aim for 65% of pupils eligible for pupil premium to achieve the expected standard in all areas.
<b>D.</b>	To improve the outcomes for white British boys and girls at greater depth standard.	To have at least 8 wb achieve GD in reading and maths

## 5. Planned expenditure

**Academic year**                      **2021-2022**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve the outcomes for the pupils who are not meeting the expected standard in reading	<p>To train all staff across the school in phonics to ensure that they can support children across the school when any pupil hasn't fully grasped the basic mechanics of reading- To ensure that there is fidelity in how it is taught across the school.</p> <p>To purchase phonics resources for all classes so that teachers can use it to support targeted children. To have a central phonics area that teachers can use for [particular resources.</p> <p>To purchase RWI intervention for years 4,5,6 and train staff how to use it in order that specific children who are still struggling with this can be supported.</p>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	<p>CPD within school Teachers buddy up with and 'expert' who can be their continual support Regular phonics assessments for identified children that require support with phonics Reading logs- see if there is an overall improvement in fluency Purchase appropriate resources to support the implementation</p>	Liz and Deputy	Half termly and as part of the SIP

**Total budgeted cost**

Phonics- £4000

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To improve the outcomes for lower ability pupil premium children in maths and reading in year 6- pupils that have the potential to achieve expected	Specialist teachers of maths and English-secondary trained to provide intervention for those pupils- coming out of tutor led funding  X1 a week before the school day	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	Results data improved  Feedback from tutors every half term	UPKS2 lead	Half termly
To improve the outcomes for year 6 pupils in literacy and numeracy	Due to the large cohort- 66, employing an extra teacher to split the class into three groups every morning-mixed groups	Whilst research suggest that this approach is costly with little benefit, due to the makeup of the cohort- behaviour etc... we feel that it is an appropriate decision to split the class. Each class will be mixed ability	Teacher will be part of the overall monitoring of the school	UPKS2 lead	Regularly through the monitoring cycle- a couple of times every half term

<p>To improve the attainment, but in particular the progress of the middle attaining pupil premium pupils in year 5 maths- those who are not on track to get expected. In addition lower ability pupils in year 6</p>	<p>Small group work intervention during assembly time completed with an experienced TA- Sandra- year 5 during maths lessons carried out daily Year 6- before school starts X 2 sessions</p>	<p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>HLTA paid for via pupil premium to carry out specific intervention- full time.</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p> <p>Regular meetings with the maths lead and analysis of data to ensure that we are targeting the children appropriately</p> <p>Progress meetings with the individual teachers to see what other provisions they are providing and to ensure that the children are at least on track.</p> <p>Questionnaires with the children</p>	<p>Key stage leader</p>	<p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</p>
<p>To improve the outcomes for those children not on track to achieve expected in reading across the school</p>	<p>All teachers given a group of pupils to focus on linked to performance management</p> <p>Teachers are expected to design an approach suitable for that group- phonics based, more comprehension etc... x2 a Week</p> <p>Purchase reading materials</p>	<p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Reading logs will be checked for the pupils in question</p> <p>Teachers accountable during pupil progress and performance management meetings</p> <p>Pupil voice about the intervention</p> <p>Pupil's outcomes improved in a test situation</p>	<p>Head/Deputy</p>	<p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</p>
<p>To improve the outcomes in reading for year 4 pupils</p>	<p>One- to –tutor to work with specific children that have been highlighted through the graduated approach – x1 per week</p>	<p>EEF- On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	<p>Baseline Salford reading test assessment- completed at the end and an obvious improvement. Ongoing reflections show continuous improvement and how key issues have been tackled</p> <p>Pupil voice indicates that pupils who</p>	<p>Deputy</p>	<p>Half termly</p>

To develop pupil's language in the early years	Neli targeted intervention with a small group of pupils- Sarah C- 20 week programme  To utilise Wellcomm to identify key pupils who require further support- teacher or TA to provide intervention in response x	Robust evaluations found NELI children made on average 3 months of additional progress in language.  Wellcomm identifies key problems that pupils have- Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	One TA trained to carried out Neli- Built into the timetable- regular assessments to monitor progress  Wellcomm assessments carried out termly. EYFS lead ensures that appropriate intervention happens for such pupils	EYFS lead	Termly
To provide support for children who want to enter for the 11 plus examination	X1 a week support for those children who have shown through test data that they have the potential to sit the 11 plus examination  To utilise an experienced tutor who understands the 11 plus regulations	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	Private tutor to run the sessions and to provide feedback about the pupil's progress on a half termly basis.	Head	Half Termly
To continue to support with phonics to maintain the school's achievements and to ensure that as many children as possible are confident with the mechanics of reading.	Children in KS1 targeted with phonics through lessons and then particular children identified to work with a TA to close their phonics gap- x1 a week	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	RWI assessments  Phonics assessments  Reading tests	Liz  Key stage leader	Half termly

**Total budgeted cost**

SW- £27,810

11 plus tutor- £4000

SC-£20,000

Reading materials £3000

11 plus- £4,000

Extra teacher-£21,000

LS-£20,000

**iii. Other approaches-**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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					<b>implementation?</b>
To support the emotional well-being of particular pupils to ensure that they achieve academically.  <b>Continuation</b>	Psychotherapy for particular children  Pastoral support/counselling	EEF toolkit demonstrates that social and emotional interventions support with other aspects of learning significantly.  Particular children who are highlighted as a concern will be allocated to the psychotherapist	Pastoral worker and Psychotherapist funded from pupil premium  Reports are written weekly by the psychotherapist and the pastoral worker demonstrates impact via performance management.	SENCO, head	Half termly
To ensure that children across the school benefit from some musical opportunities- KS1- Ukulele KS2- Drumming  <b>Continuation</b>	Music service to come and deliver specialist music provision	Some research suggests:  Different studies have proven that the comprehension of musical language can benefit a child's overall mental development. Figures show that students who study music are more successful on standardised tests and are also likely to achieve better grades in high school.  Further research revealed that musical training physically develops the left side of the brain known to be involved with processing language and reasoning.  It is important that all pupils get the opportunity to learn a musical instrument at some point. This has a positive impact on academic subjects.	This will be led by a teacher from the music service and will be overseen by the class teachers	Virginia	Children will receive a block of ten sessions. At this point they will deliver a concert to their parents
All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.	Every class has £300 allocated from PP each year. This means that children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. The school also pays for visitors to come to school to enhance learning experiences	In the past, the school was only able to organise a limited number of trips and visitors in school for the children as any families in financial difficulties could not allow their children to take part. All topics taught now have a "starter" trip/visit as well as a review of the topic at the end. Parents are often invited to the reviews and show good levels of engagement (EEF toolkit)  Overtime we have seen a significant improvement in children's confidence and their communication skills have developed through this work	Key stage leaders to liaise with the headteacher	Key stage leaders	Discuss with staff and children how successful the trip was and how it contributed to children's overall learning.

**Total budgeted cost: - this allows for some flexibility if there are any other costs that need to be covered linked to PP children.**

Trips- £7,500

Ed Psych- £5800

Music £9185

Pastoral worker- CF- £22,000

Psychotherapy £8,000

**Other costs:**

- To continue to develop speech and language across the school, but particularly with the barriers that we see in EYFS, we buy in a SALT
- Due to the high number of pupils who are PP who require Ed Psych intervention, we pay for this out of PP income
- To enable our pupils to have an hour of swimming per week, we use some PP funding to help
- To provide rewards for children- sticker charts, end of year attendance, year 6 leavers
- To subsidise the year 6 residential
- To fund an extra member of staff within the early years to support early learning
- To provide each child with a Christmas activity- Gingerbread decoration
- To seek advice for poor attenders in schools
- To enhance PE with a dance specialist

SALT: £4800  
Rewards- £3000  
Residential- £1000  
Gingerbread- £1740  
Swimming-£7400  
EWO- £600  
Stretch and grow-  
£1800  
Dance-£4,000  
Boxing-£3,000  
Snow globe £400

**Total current expenditure: £184,035 (we believe that we will get an in year adjustment)**

