

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 | | | | | |
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| School | Broomwood Primary School | | | | |
| Academic Year | 2020-2021 | Total PP budget | £165,055 | Date of most recent PP Review | Oct 2020 |
| Total number of pupils | 408 | Number of pupils eligible for PP | 136 | Date for next internal review of this strategy | Oct 2021 |

| 2. Current attainment | |
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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)*

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| 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 number of children achieving the expected standard and greater depth in writing in KS1- OFSTED target |
| C. | The number of PP pupils achieving the expected standard in reading writing and maths |
| D. | Due to lack of experiences, we find that PP children find it harder to achieve the expected standard in reading by the end of KS2 |

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

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| 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 |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | To ensure that enough support is provided so that children who are eligible for pupil premium have the opportunity to achieve expected in writing and that more are pushed for greater depth-OFSTED | To ensure that 61% of PP children achieve the expected standard and 17% achieve GD |
| B. | To raise achievement in mathematics by providing lower attaining pupils in key stage 2 greater opportunities to deepen their mathematical understanding in reasoning and problem solving activities- OFSTED. | To ensure that 73% of PP achieve the expected standard and work towards more than 8% achieving GD |

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| C. | 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. |
| D. | To continue to improve the progress of children across the school and to improve the progress of specific groups of children which are causing concern | To monitor progress more and provide intervention to support more groups of pupils, particularly PP getting closer to 0 or within the positive range |

5. Planned expenditure

Academic year **2020-2021**

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

| 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 implementation? |
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| To measure the impact more effectively of the interventions put in place to support mental health issues in school, particularly in light of the national lockdown and self isolation | <p>To continue to implement the graduated approach linked to the identification of mental health issues and then the appropriate course of action to take with regards to intervention.</p> <p>For the mental health team to have regular meetings together to discuss particular individuals</p> <p>To use the Leuven scale to track whether or not a particular intervention is having the desired impact and if not reconsider the approach.</p> <p>As part of the recovery curriculum, provide focus for the whole school to address the children's questions in relation to COVID and getting the children back into routines of being in school.</p> | <p>We have developed a graduated response to manage key mental health issues but need to measure the impact more to ensure that it is having the desired effect.</p> <p>As we have a lot of families who have difficulties, we find that we have a large proportion of children who require emotional support within school. If we don't tackle this, the children's ability to succeed academically is diminished- Maslow's hierarchy of needs</p> <p>Research has considered the detrimental impact of lockdowns and self-isolation on mental health</p> | <p>Mental health team to feed back to the head at least three times across the year</p> <p>Mental health team to regularly look at the impact with a particular child after a block of support to ensure that it is the appropriate intervention</p> <p>Discuss how we can tackle this as a whole staff. Key stage teams to work together to develop a three week phased back into school with the focus being 'New beginnings'.</p> | <p>Corrine and the mental health team. The head teacher will oversee it all ultimately</p> <p>Louise to oversee but key stage leaders to ensure it is delivered in classes</p> | <p>Regular meetings with the core mental health team and then one meeting a term for the extended team.</p> <p>Staff meetings during the first few weeks in September to discuss the impact of what we have implemented in school</p> |

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| <p>Within our well established broad and balanced curriculum, work more with key subject leaders to ensure that there is more specificity on the 'sticky knowledge' that children need to have</p> | <p>To ensure that our pupils have lots of real life experiences to bring learning to life</p> <p>To ensure that subject leaders have a thorough knowledge of their area within the curriculum and that 'sticky knowledge' has been identified- that the Intent, implementation and impact of their subject is identified and implemented</p> <p>To develop ways to improve children's long term memory within subject areas and to ensure that staff build on knowledge year on year.</p> <p>To ensure that the overview provides a framework of what staff should teach within a topic and ensure that children get the opportunity to reflect on the impact it has had on today.</p> <p>To ensure that key members of staff have appropriate CPD to help to deliver changes and make improvements</p> | <p>To build on our already rigorous, creative and balanced curriculum to ensure that we are developing children's learning and knowledge beyond just literacy and numeracy.</p> <p>To work in line with the new OFSTED guidance and ensure that our curriculum meets the needs of the school community that we have, particularly the most vulnerable and disadvantaged, in order that we give them the best possible opportunities to succeed- develop cultural capital.</p> <p>We know that by doing this, children will have a better chance of succeeding within literacy and maths</p> | <p>Part of the SIP</p> <p>Aspects linked to staff performance management</p> <p>Time given to key subject leaders</p> <p>Monitoring of topic books</p> <p>Discussions with the children about their learning</p> <p>Questionnaires to parents about their child's learning</p> | <p>Headteacher to oversee but subject leads taking priority for their subject area</p> | <p>Regular meetings throughout the year</p> |
| <p>Total budgeted cost</p> <p>Some of the costs relating to mental health will come out of the CPD budget; however supporting the work of a pastoral worker for 2.5 days a week and required resources will come out of pupil premium.</p> | | | | | <p>£22,460-CF</p> <p>New beginnings topic- Flotsam books £100</p> |
| <p>ii. Targeted support</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>To improve the attainment and progress for year 6 pupils who are eligible for pupil premium at the expected level but in particular at greater depth in maths at KS2. This will focus on the middle and lower attaining pupils</p> | <p>Daily intervention to be carried out in small groups by Sandra every morning with specific children. Sandra to also take key children out to provide further support as part of their maths lesson. Sandra will work in conjunction with the class teachers.</p> <p>Extra intervention will happen for one hour on a Monday and Tuesday afternoon. Sandra will focus on supporting small groups with their timetables knowledge.</p> | <p>Daily small group tuition allows for more individualised learning and for staff to focus more appropriately on gaps in learning. Shown to be effective by the EEF toolkit</p> <p>We want some more fluidity in some of the intervention groups to support learning needs when they come up in class so that children don't fall too behind linked to a particular mathematical concept</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>SMT with maths lead</p> | <p>Half termly with SMT</p> <p>Maths observations in the spring term</p> |
| <p>To improve the attainment, but in particular the progress of the middle attaining pupil premium pupils in year 5 in reading and maths</p> | <p>Small group work intervention during assembly time completed with an experienced TA</p> | <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p> | <p>Intervention teacher paid out of pupil premium – liaise with a tutoring company to arrange for small group and individual one to one tuition for different pupils in years</p> | <p>Key stage leader</p> | <p>Regular report from the tutor company.</p> <p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</p> |
| <p>To support more pupil premium children achieving the expected standard and greater depth in their writing at key stage 1</p> | <p>Intervention with an experienced class teacher- Wednesday morning every week</p> | <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p> | <p>Writing data illustrates that we have more children who are pupil premium on track to achieving expected and greater depth in their writing.</p> <p>Writing subject lead will oversee the impact and monitor the attainment and progress of particular individuals every half term.</p> | <p>KS1 lead and SMT</p> | <p>Half termly with SMT</p> |

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| To support the development of reading by developing the reading material in KS1 to support phonics understanding and application | Home readers to reflect the sounds that are being worked on in class. | UK and international research shows overwhelmingly that systematic phonics is the most effective way of teaching reading to children of all abilities and educational backgrounds. Phonics teaching must be embedded in a language rich curriculum. | Monitor the phonics development of pupils with a range of RWI and phonics tests. | Phonics lead | Half termly to report to SMT |
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| Total budgeted cost | SW- £27,810 Tutor- £3500 Phonics home readers- £5000 |
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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 implementation? |
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| To support the emotional well-being of particular pupils to ensure that they achieve academically. | 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 | 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 | Every class has £300 allocated from PP each | In the past, the school was only able to organise a limited number of trips and | Key stage leaders to liaise with the | Key stage leaders | Discuss with staff and children how |

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| opportunities and therefore develop a better understanding of areas of the curriculum. | 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 | 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 | headteacher | | 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 £7500 |
| Other costs: <ul style="list-style-type: none"> 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 support PD in the early years To update outdoor resources in early years to support the development of early reading and maths | | | | | SALT: £4671.55 Staff cost to help deliver speech and language therapy- AS- £12,984 SC- £20,314 Rewards- £3000 Residential- £1000 Gingerbread- £1435 Swimming-£7056 EWO- £600 Stretch and grow- £1440 EYFS-£10,000 |

Total current expenditure: £142,170.55

