

# 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	2022-2023	Total PP budget	£188,320	Date of most recent PP Review	November 2022
Total number of pupils	440	Number of pupils eligible for PP	148	Date for next internal review of this strategy	Oct 2023

2. Current attainment	
<p style="text-align: right;"><i>Attainment from 2021-2022</i></p> <p><i>All pupils</i>  Reading 71%    Writing 68%    Maths 70%</p> <p><i>Pupil Premium</i>  Reading 58%    Writing 54%    Maths 50%</p>	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
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.	To get more PP children back on track to achieving greater depth in reading, writing and maths- so many previous gaps had prevented this
C.	Getting some of the lower ability pupils to the expected standard in reading- bottom 25%-across KS2
D.	Poor spelling across the school, particularly since COVID, and this is having a detrimental impact of writing
E.	The significant increase of pupils who are EAL joining the school
F.	The significant increase of pupils with anxiety and more complex behavioural needs, particularly post COVID
G.	Currently not enough choice for home readers for KS2- lack of motivation to read at home. Teachers finding it more difficult to assess how they are doing with home readers.
H.	The high mobility across the school- pupils moving in and out
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	The knowledge of the parents in being able to support with homework and reading- Children not reading as much at home- particularly in KS2

<b>E</b>	The limited experiences that the children have- impacts on their overall general knowledge- this is linked to general cost of living
<b>F</b>	Attendance- in particular persistent absenteeism from a small group of families

#### 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 reduce persistent absenteeism in the school	That we are in line or below national for this
<b>C.</b>	To improve the number of pupils eligible for pupil premium achieving greater depth standard in reading, writing and maths	For year 6 29% in reading 8% writing 23% maths For year 5 35% in reading 20% in writing 20% in maths
<b>D.</b>	To improve spelling across the school which will hopefully influence the writing standards achieved	Reduce the number of children in year 2 and year 6 that are not meeting the expected standard in writing due to spelling- Year 2 66% in writing year 6- 75%

#### 5. Planned expenditure

Academic year	2022-2023				
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?
To improve the home reader provision for KS2 pupils and to continue to support more accelerated progress in reading across the school, but particularly with pupil premium	To implement the accelerated reader programme across Key stage 2	EEF who have carried out some research linked to this found that pupils made 3 months additional progress compared to similar pupils.	All staff trained in it so they understand the purpose and how it is implemented effectively  Reading lead to monitor the implementation- speaking to children; seeing how many quizzes are completed and how many children become a word millionaire	Steph	Annually
To develop a whole school approach towards	Building on from the understanding of phonics	The rationale is that that poor spelling across the school is preventing a number of children	Whole school approach Separate spelling lessons	Sally	Termly

spelling	and etymology	from achieving the expected standard in writing.	Spelling floor book Spelling tests Sally to monitor the spelling floor books and speak to children Monitor writing books SPAG data		
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### Total budgeted cost

Accelerated reader and spelling to come out of the school improvement budget

### ii. Targeted support

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?
To provide more opportunities for pupils to achieve greater depth in reading, writing and maths	Specialist teachers of maths and English- secondary trained to provide intervention for those pupils  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 and now pupils from the bulge class, 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

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	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	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	HLTA paid for via pupil premium to carry out specific intervention- full time.  Monitor impact of intervention sheets/book scrutinies/observation/test results half termly  Regular meetings with the maths lead and analysis of data to ensure that we are targeting the children appropriately  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.  Questionnaires with the children	Key stage leader	Half termly with SMT  3 times a year with progress/PM meetings
To improve the outcomes for those children not on track to achieve expected in reading across the school	All teachers given a group of pupils to focus on based on where they sit on the graduated reading approach  Teachers are expected to design an approach suitable for that group- phonics based, more comprehension etc... x2 a Week  Purchase reading materials	Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective	Reading logs will be checked for the pupils in question  Teachers accountable during pupil progress and performance management meetings  Pupil voice about the intervention  Pupil's outcomes improved in a test situation	Head/Deputy	Half termly with SMT  3 times a year with progress/PM meetings
To improve the outcomes in reading for year 3 and 4 pupils	One- to –tutor to work with specific children that have been highlighted through the graduated approach – employ for 2 days a week	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.	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  Pupil voice indicates that pupils who	Deputy	Half termly

To continue 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- £29,456

11 plus tutor+ extra teacher £29,251

SC-£22,343

11 plus- £4,000

LS-£21438

SR-11,951

#### 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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					implementation?
<p>To support the emotional well-being of particular pupils to ensure that they achieve academically.</p> <p>Continuation but more hours</p>	<p>Psychotherapy for particular children</p> <p>Pastoral support/counselling</p>	<p>EEF toolkit demonstrates that social and emotional interventions support with other aspects of learning significantly.</p> <p>Particular children who are highlighted as a concern will be allocated to the psychotherapist</p>	<p>Pastoral worker and Psychotherapist funded from pupil premium</p> <p>Reports are written weekly by the psychotherapist and the pastoral worker demonstrates impact via performance management.</p>	<p>SENCO, head</p>	<p>Half termly</p>
<p>To ensure that children across the school benefit from some musical opportunities- KS1- Ukulele KS2- Drumming</p> <p>Continuation</p>	<p>Music service to come and deliver specialist music provision</p>	<p>Some research suggests:</p> <p>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.</p> <p>Further research revealed that musical training physically develops the left side of the brain known to be involved with processing language and reasoning.</p> <p>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.</p>	<p>This will be led by a teacher from the music service and will be overseen by the class teachers</p>	<p>Virginia</p>	<p>Children will receive a block of ten sessions. At this point they will deliver a concert to their parents</p>
<p>To improve peripatetic music opportunities for pupils</p>	<p>Send out questionnaire to parents to see who would like this opportunity</p> <p>Liaise with the music service and arrange music teachers to come in</p> <p>Fund some PP children to have private lessons and purchase instruments for them to be able to practice on.</p>	<p>As above</p> <p>In addition, we want to be able to provide equal opportunities for all pupils and don't want deprivation to be a factor in inhibiting a child to excel in this area of the curriculum.</p>	<p>Ensure that money is allocated from PP and that the music lead continues to explore PP that we should support</p>	<p>Virginia</p>	<p>Annually</p>
<p>All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.</p>	<p>Every class has £300 allocated from PP each year.</p> <p>This means that children who may not have had a chance to go on the trips previously due to financial</p>	<p>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</p>	<p>Key stage leaders to liaise with the headteacher</p>	<p>Key stage leaders</p>	<p>Discuss with staff and children how successful the trip was and how it contributed to children's overall learning.</p>

	difficulties can attend without prejudice. The school also pays for visitors to come to school to enhance learning experiences	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			
To develop children's confidence in school	To employ a musical theatre teacher who can support children in expressing themselves and developing confidence to perform.	Research highlights how musical theatre supports in developing self-esteem and overall confidence	Oversee what the musical theatre teacher completes with the children. Voice of the staff and pupils about the impact it is having	Head	Termly

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

Trips- £8000

Musical theatre- £8,854

Music opportunities- £4000

Psychotherapy- £10,000

Pastoral worker- £11,951

#### **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- £4800
- Due to the high number of pupils who are PP who require Ed Psych intervention, we pay for this out of PP income- £5946
- To enable our pupils to have an hour of swimming per week, we use some PP funding to help- £7400
- To provide rewards for children- sticker charts, end of year attendance, year 6 leavers- £3000
- To subsidise the year 6 residential- £1200
- To provide each child with a Christmas activity- Gingerbread decoration- £2200
- To continue with stretch and grow for pupils in the EYFS- £1800
- To provide yoga for pupils across the school to support their overall mental health and wellbeing- £11,841
- To have a link with the authority for poor attenders in school- £620
- To provide psychotherapy for pupils who need more intensive support- £10,000
- To have specialist PE provision- £8,000
- To have boxing built into the curriculum- £2,000
- Other costs- £10,000

Total costs: £196,526- However some of this will come out of LAC funding so our overall cost is linked to the amount given

