

Pupil premium strategy statement (primary)

1. Summary information					
School	Broomwood Primary School				
Academic Year	2019-2020	Total PP budget + LAC	£170,974.50	Date of most recent PP Review	Oct 2019
Total number of pupils	396	Number of pupils eligible for PP+LAC	129	Date for next internal review of this strategy	Oct 2020

2. Current attainment				
	Pupils eligible for PP (your school)		All other pupils	
% achieving in reading, writing and maths	50%		59%	
% making progress in reading	-0.39	68%	-0.39	76%
% making progress in writing	-0.49	71%	-0.27	75%
% making progress in maths	-1.94	71%	-1.09	75%

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 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)	
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

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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	To ensure that 73% of PP achieve the expected standard and work

	opportunities to deepen their mathematical understanding in reasoning and problem solving activities- OFSTED.	towards more than 8% achieving GD
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 **2019-2020**

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 measure the impact more effectively of the interventions put in place to support mental health issues in school	<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>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>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>	Corrine and the mental health team. The head teacher will oversee it all ultimately	Regular meetings with the core mental health team and then one meeting a term for the extended team.

<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>£24,800-CF</p> <p>14.5%</p>
<p>ii. Targeted support</p>					
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?

<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. This will be during their current maths session and Sandra will work in conjunction with the class teachers.</p> <p>Extra intervention will happen for one hour on a Thursday afternoon. This will involve Sandra and the headteacher who will work with key PP children to support them in achieving the expected standard.</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>Improve attainment and progress for pupils eligible for pupil premium at the expected level but in particular at greater depth in writing at year 6</p>	<p>Experienced secondary English teacher to support the higher ability writers including PP- 2 sessions a week</p>	<p>Subject knowledge and small group tuition 2 times a week ensures that the higher ability children in year 6 are extended appropriately.</p> <p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p> <p>This approach ensures that pupils who are higher middle PP can have more support from the class teacher</p>	<p>1 teacher paid for two mornings out of the pupil premium budget to work with year 6 during the literacy lesson</p> <p>Monitor impact of intervention sheets/book scrutinies/observation/test results half termly</p>	<p>SMT</p>	<p>Half termly with SMT</p>

<p>To improve the attainment, but in particular the progress of pupils in year 6, who are pupil premium in reading</p>	<p>Nicola to work with key individuals on a Thursday afternoon. This should not impact on their overall opportunities within the curriculum.</p> <p>The deputy headteacher to carry out specific intervention with children on a Monday afternoon which may include some PP children</p> <p>Barbara Andrews to work with the HA- extending knowledge and supporting to attain GD in reading</p>	<p>Small group tuition with a knowledgeable practitioner to provide a more individualised approach- EEF toolkit effective</p>	<p>Rachel B to oversee the reading results and analyse data as a whole</p> <p>SMT to hold teachers to account in relation to progress- progress meetings and performance management</p>	<p>SMT</p>	<p>Half termly with SMT</p> <p>3 times a year with progress/PM meetings</p>
<p>To improve the attainment, but in particular the progress of the middle attaining pupil premium pupils in year 5 in 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</p> <p>Maths lead to oversee the results as a whole</p> <p>SMT to hold teachers to account in relation to progress- progress meetings and performance management</p>	<p>SMT</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>

Total budgeted cost					£27,000-SW £7,500-BA £5,000- MM 23.1%
iii. Other approaches- remained the same					
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?
Increase attendance rates for pupil premium children	Buy into an EWO service Free breakfast club places for key children Rewards and prizes across the year for attendance Refer families to SCIP for more support when appropriate x 1 morning a week	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. In our experience, this has a marked effect on children's attendance and well-being during the school day. The EWO and SCIP provide specific support to individual families and keep them accountable.	SBM and head teacher have regular meetings with the EWO. EWO support paid for from Pupil premium SCIP paid for from pupil premium and regular meetings are held with the SENCO who is also a child protection officer	SBM, head	Half termly
To support the emotional well-being of particular pupils to ensure that they achieve academically.	Psychotherapy for particular children Pastoral support/counselling SCIP support Longford park support	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
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. Children in Year 1 and year 2 benefit from learning the ukulele for a term and children in year 5 learn the	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) 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.	£300 and money to pay for opportunities to learn a musical instrument are paid for via pupil premium. All trips are reviewed electronically. Children have the opportunity to perform throughout the year and the parents are invited to see the impact of learning. Becky comes in for 1.5 days per week	Music coordinator and the head Head	On –going

	trumpet for the whole year All children within the school will continue to benefit from drama, musical theatre and street dance	Overtime we have seen a significant improvement in children's confidence and their communication skills have developed through this work	so that she can work with all of the children across the school		
Total budgeted cost: - this allows for some flexibility if there are any other costs that need to be covered linked to PP children.					Longford park-behaviour- £5,407 SCIP-£2,991 EWO-£1,366 Psychotherapy-£10,962 Music-£2,847 Dance/Drama-£13,680 Trips- £7,500 26.1%
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 Psyc 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 additional enhancements to our curriculum and as part of our graduated response to mental health issues, we pay for a number of pupils to do boxing in school 					SALT- £5,304 Gforce- £2,900 Barbara T-£1,200 Ed Psych-£6,904 Stretch and grow-£3,600 Swimming- £6,810 Boxing-£3040 Gym- £3,420 19.4%

