

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Broadmead Primary
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	15.11.21
Date on which it will be reviewed	15.7.22
Statement authorised by	SARAH HUNTER
Pupil premium lead	GRACE MCDUGALL
Governor / Trustee lead	ADAM LEWIS

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,629.58
Recovery premium funding allocation this academic year	£23780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£251,409.58</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Broadmead Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed and thrive. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school based tuition and intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

To ensure that we uphold our responsibility for all pupils in meeting their pastoral, social and academic needs within the school environment, provision is made through:

- Facilitating pupils' access to education through teaching
- Facilitating pupils' access to the curriculum through targeted academic support
- Alternative support and intervention within the school

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident particularly in EYFS and KS1 and in general, is more prevalent among our disadvantaged pupils than their peers. It is also evident in some children who join the school in year.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-disadvantaged pupils.  More disadvantaged pupils have been 'persistently absent' compared to that of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Pupils have limited experiences beyond their home life and immediate community.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	End of summer 2022 and 2023 data will show that 80%+ of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of summer 2022 and 2023 data will show that 80%+ of disadvantaged children have made expected progress from the previous summer. End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from music therapy, counselling, student voice, student and parent surveys and teacher observations</li> <li>• Identified pupils are invited to Nurture, Lego Therapy, Mentoring (Empowerment Project) , music therapy, counselling, MHST</li> <li>• Families and pupils are supported by the SENDCo and Inclusion team and referred to Early Mental Health Care Practitioners where necessary</li> <li>• Pupils are identified and referred to the inclusion team for therapeutic support, for group therapy/ and/or 1:2:1 counselling by the SENDCo</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than national (96+%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• Monitoring of attendance by the Head Teacher brings about an increase in PP attendance and a decrease in persistent absence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Together Partnership meetings with class teacher and two PP families with poor attendance/punctuality held termly</li> </ul>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p>	<p>Whole school curriculum maps anchored in the layering and development of vocabulary, skills and knowledge.</p> <p>Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers and support staff will plan a wide range of visits/curriculum launch sessions/experiences to inspire/enhance learning and make it memorable.</p> <p>Each year group will spend allocated funding on providing visits and trips which excite and enthuse children to learn across all subjects each half term.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day through the delivery of Pioneer Passports.</p>

## 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: £91,409.58

Counselling and therapeutic intervention £29000 i.e. lego therapy, draw and talk ,  
 Music therapy £10000 Mentoring (Empowerment Project) £6000, costs for CPD and  
 release £20000 Movement and breathwork £15000 Testing and support purchases  
 £11,409.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>School coaching programme for teachers and key staff (DRICE)</p>	<p>Coaching develops a whole a whole school approach to developing practice                      As a lever for the development of the team and the organisation’s aligned leadership capability. It is a highly effective tool to embed change and affect impact</p> <p>Nieuwerburgh, C. Lane, D. (2012)                      Coaching in Education Getting Better Results for Students, Educators, and Parents: Routledge.</p> <p><a href="#">EEF Pupil Premium Guidance</a></p>	

NELI	A recent robust evaluation of the programme in 193 schools, carried out by the Education Endowment Foundation (EEF) found that reception-age children receiving the NELI programme made the equivalent of + three months additional progress in oral language skills and an additional two months of progress in early reading skills.	
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts linked to the wider curriculum	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup: <a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a>	1,2,3 & 4
Delivery of small group reading interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2
Enhancement of our spelling program and phonics intervention.  We will fund teacher release to embed the whole school spelling approach & teacher & TA	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2

release time for CPD		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD to ensure White Rose is embedded</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1 & 2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff on Zones of regulation. Small group work for this will take place as well as whole class learning</p>	<p>There is extensive research associating childhood social and emotional skills with higher academic outcomes.</p> <p><a href="#">EEF Social and Emotion Learning PDF</a></p> <p>Counsellor Music therapy MHST Zones of Regulation Nurture Intervention Empowerment Project</p>	4

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

Budgeted cost: £ 105000

*Additional Teacher £30000, Additional TA £20000, Tutoring/Mentoring £30000 Release and CPD £15000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School based tutoring to provide a blend of tuition, mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Delivered through after school small group tutoring &amp; teacher 5 days for additional intervention class in Y6 each morning.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p>	<p>1</p>
<p>Additional phonics &amp; spelling sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with English advisor.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Specialist teaching. Extra release time for teachers to do one to one support with PP children.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk)</p>	
<p>Teaching assistant interventions planned for, monitored and reviewed every term.</p>	<p>EEF Teaching assistant interventions + 5 months Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand  </p>	

	Education Endowment Foundation   EEF	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £55000

PP breakfast club £5000, Uniform £4000, EWO £11000, £7000 trips and residentials, sports funding, + contingency for acute spending Family Liason £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve: - training and release time for staff to develop and implement new procedures -EWO one day a week to target & support officers to improve attendance -Family worker 5 mornings to target attendance and support & meet with families with poor attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a>	5
Release time for SEN leader and family support worker to support families with high	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4 & 5

<p>need SEN and Pupil Premium children.</p> <p>This will involve:</p> <ul style="list-style-type: none"> <li>-Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</li> <li>-Vulnerable children to be highlighted and supported through Nurture sessions, and Lego Therapy sessions.</li> <li>-Where needed PP children are provided free school uniform &amp; PE Kit (potential barrier to children attending school &amp; low self esteem).</li> </ul>		
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through funding for trips, after school club funding for pupil premium children, subsidised breakfast club, half price fee to the residential for year 6 PP children</p>	<p>Provision of a range of initiatives to extend children's experiences:</p> <p><a href="#">Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement</a></p> <p><a href="#">Education Endowment Trust Toolkit</a></p>	<p>4, 5 &amp; 6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Current Year 2 in Summer 2 (as year 1)

Progress	DA	Non DA	COHORT
Reading	4.1	4.5	4.3
Writing	4.3	4.3	4.3
Maths	5.3	5	5.1

#### Current Year 6 in Summer 2 (as year 5)

	DA	Non DA	COHORT
Reading	4.8	5.4	5.0
Writing	5.8	5.5	5.7
Maths	4.8	5.3	5.0

### 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*

Programme	Provider
-	-

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

0 service children

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*