

# Broomhill First School 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	Broomhill First School and Nursery
Number of pupils in school	66 (Reception to Y4) 20 (Nursery)
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	HT and CoG
Pupil premium lead	Jonathan Smith
Governor lead	Elizabeth Pink

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16760
Recovery premium funding allocation this academic year	£2000
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	£18760

## Part A: Pupil premium strategy plan

### Statement of intent

At Broomhill First School, our intention is that all children, irrespective of socio-economic background, ability, family circumstances, achieve well and make good progress across all subject areas. A holistic approach is at the heart of everything we do. We understand that it is not the funding itself which will make a difference to our children, it is how we choose to spend it. Therefore, these decisions are made carefully considering children, families and barriers to learning.

We recognise that each child is unique and will have different needs. We also acknowledge that these needs will vary throughout their time learning with us and we need to adapt accordingly. Children who may have barriers to learning may need additional support to achieve well – either in-line with their peers or exceeding their peers. Securing good outcomes for children with additional barriers will help prepare them for the next stage of their education and in their long-term future.

Some of the pupils in receipt of the pupil premium grant may be working below the level of their peers and the school will identify the most appropriate support for them.

Some pupils may be experiencing social, emotional or psychological barriers to learning as a result of their lived experiences. It is vital that we explore these issues so that we can find the best ways to support these pupils.

There are also other pupils who are attaining well at school, who are in receipt of the pupil premium grant. Funding can be used to enrich their education to enhance their school experience and improve their cultural capital.

Our main objectives are:

- *To ensure that, through quality first teaching, disadvantaged pupils achieve well in reading, writing and maths – narrowing the gap with their non-disadvantaged peers.*
- *To ensure that our 'disadvantaged children' do not feel disadvantaged.*
- *To ensure that we provide excellent learning experiences and support our children to make good progress so that they have the potential to meet age related expectations in all areas.*
- *To ensure that attendance is in line with non- disadvantaged pupils.*
- *To assess any gaps in learning from the pandemic, and put in place strategies to support all children.*
- *To assess the impact of the pandemic on the social and emotional mental health of disadvantaged pupils and address these with appropriate support.*
- *To support our families so that they can best support their children – academically, socially and also looking after their emotional wellbeing.*

- We intend to do the above, following our school values of Connection, Creativity, Curiosity and Courage.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment for some disadvantaged pupils in reading is lower than attainment for non-disadvantaged pupils. Often this is due to a weaker retention of the grapheme-phoneme correspondence and a reduced parental engagement with reading.
2	Overall attainment in maths is lower than it is for non-disadvantaged pupils. We have identified that fluency with number is a primary cause and impacts on their ability to reason mathematically.
3	Overall attainment in writing is lower for disadvantaged pupils than non-disadvantaged pupils. A weaker receptive and expressive vocabulary impact on their ability to communicate effectively through writing.
4	Attendance is lower for disadvantaged pupils.
5	Small group work is needed in order to meet learning needs.
6	Additional emotional support and confidence building is necessary.
7	Physical stamina for some disadvantaged pupils is low. Physical fitness and exposure to outdoor exercise was limited due to family circumstances during the lockdowns linked to the pandemic.
8	Life experiences of disadvantaged pupils may not be equal to those of their non-disadvantaged peers. Therefore, they may require additional financial support in order to take advantage of the school's curriculum offer.
9	Disadvantaged pupils may have a limited diet, or lack of food, which may, in turn, impact on their ability to concentrate and may lead to challenging behaviour. Therefore, they may require access to breakfast, additional fruit and vegetables and access to a full school lunch.
10	Home factors continue to be a challenge for some of our disadvantaged pupils. Parents may have had a poor experience at school themselves, therefore they may not value education. Some parents may have additional needs that were not met during their own education. Home life may be chaotic and there may be involvement from a range of professionals, including Children's Services.

## 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
Progress in maths for disadvantaged pupils to accelerate and attainment gap to narrow.	The gap between the attainment in maths of disadvantaged and non-disadvantaged pupils will narrow, with an increased proportion of disadvantaged pupils reaching the expected standard as well as an increased number working within greater depth of the expected standard. The progress of disadvantaged pupils from their relative starting points will accelerate.
Progress in reading and phonics will be accelerated, enabling more disadvantaged pupils to reach age related expectations in English reading.	Numbers of disadvantaged children reaching national the standard set for the national phonics screen at the end of Y1 will increase. For the pupils that did not achieve this standard at the end of Y1, the proportion of pupils passing the screening check in Y2 will increase.  Pupils being taught phonics will receive a phonics book that is acutely matched to their learning in phonics.
Progress in writing for disadvantaged pupils will increase, narrowing the attainment gap between disadvantaged pupils and non-disadvantaged pupils.	The gap will narrow, with an increased proportion of disadvantaged pupils attaining at least the expected standard in writing across all year groups. The progress of disadvantaged pupils from their relative starting points will accelerate.
Attendance	Punctuality of disadvantaged pupils will improve. Attendance will reach at least 95% where covid related illness and isolation is not a reason for absence.
Mental health and wellbeing and physical health	Children in need of additional support will have access to appropriate provision to support them with their social and emotional needs, through either school-based support or by drawing on the expertise of outside professionals.  Children will have access to an increased proportion of physical activities and outdoor experiences.
Access to vital life experiences	Children in need of additional experiences designed to build cultural capital will have access to the same experiences as their non-disadvantaged peers. Financial support will be provided by the school through a remissions fund where necessary. Specific enhancement will be added into the curriculum from 2021 onwards.

## 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: £6680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher to deliver interventions in EYFS	<p>Rationale: Children have been identified as requiring phonics and maths intervention. Children may not receive parental support in early reading and early mathematics. Additional support in school from this early age is designed to ensure children keep up, not catch up. Additional phonics will take place across the day.</p> <p>Evidence: EEF Toolkit impact score +5, very high for low cost based on extensive research.</p> <p>£4680 for increased in teacher hours from 0.68 to 1.00 FTE</p>	1, 3, 5 and 6
CPD	<p>Rationale: CPD is necessary for teachers and learning support assistants to continue to improve the quality of teaching and learning. High quality CPD will be delivered in staff meetings, twilight training sessions and on INSET days. Overtime will be offered to support staff to attend training where it may not be possible to deliver it during their normal working hours. A new, weekly support staff meeting will be introduced during the school day and will focus on the EEF's guidance on improving the use of teaching assistants.</p> <p>Evidence: EEF Toolkit impact score +7, very high impact for little cost £1,000 ring-fenced for CPD £1,000 ring-fenced for overtime payments</p>	1, 2, 3, 5 and 6

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

Budgeted cost: £9260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essential Letters and Sounds	<p>Rationale:</p> <p>ELS is a structured systematic synthetic phonics programme that is designed to support teachers to deliver high quality phonics lessons in a clear, systematic way. The programme is ambitious and well-paced, with high-quality resources. Alongside the programme, we will purchase a range of texts that are acutely matched to the programme, allowing staff to ensure all children have books that are matched to the grapheme-phoneme correspondence taught in class. The programme has been designed to include short, effective interventions that enable children to keep up, not catch up.</p> <p>Evidence</p> <p>EFF Toolkit impact score +5, high impact for very low cost based on extensive research. ELS is a DfE validated programme.</p> <p>£5,200</p>	1, 3, 5 and 6
Mastering Number (NCTEM)	<p>Rationale:</p> <p>Fluency has been identified as a weakness in maths for disadvantaged pupils. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KSI with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KSI to support success in the future.</p> <p>Evidence:</p> <p>EEF Toolkit impact score +5, high impact for very low cost based on limited evidence</p> <p>£1060 supply costs to release teaching staff for time sensitive training.</p>	2, 5 and 6

Teaching assistants deliver targeted interventions across a range of areas from academic input to addressing emotional needs of children.	<p>Rationale: Tas are deployed effectively by the classroom teachers to pre-learn/over-learn/consolidate learning and/or provide relevant support as required. This may include additional time for emotional check-ins, encouraging children to develop their emotional literacy so they are better able to articulate how they are feeling.</p> <p>Evidence: EEF Toolkit impact score +4, moderate impact based on moderate evidence.</p> <p>£2000 contribution towards additional TA staffing</p>	1, 2, 3, 5, 6 and 10.
Increased experiences to contribute towards cultural capital, where such experiences are vital to provide a solid basis in order to shape children's futures. Children undertake carefully chosen external visits as well as visits held in school.	<p>Rationale: A wide range of experiences is necessary in order to boost children's cultural capital, for example, planned visitors/workshops, e.g., Rock Pool School, judo, drumming and visits to the Centre for Life and Jarrow Hall.</p> <p>Evidence: Evidence shows that children with limited experiences are placed in more disadvantaged positions, compared with those with more experiences. This can impact upon their ability to perform well in school, interact with different social groups, restrict chances of accessing higher education and ultimately limit the ability to achieve in the world of work.</p> <p>£1000 allocated contribution to educational visits for pupils eligible for the pupil premium grant.</p>	1, 2, 3, 4, 6 and 8
Increase opportunities for children to participate in high-quality physical development activities, including an enriched outdoor education programme.	<p>Rationale: Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, in addition to the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Evidence: EEF Toolkit (linked to progress in English and mathematics) +1, low impact for very low costs based on extensive evidence. Health-based research – evidence v. strong.</p>	6, 7 and 8

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly attendance meetings between the Headteacher and Office Manager, with close liaison with the Education Welfare Officer.	<p>Rationale: Children's attendance is correlated to their educational outcomes. High attendance ensures that they do not miss out of vital learning opportunities and experiences. Weekly monitoring will ensure early intervention can happen to address falling attendance or punctuality.</p> <p>Evidence: Significant impact based on extensive evidence</p>	1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
Free access to Breakfast Club	<p>Rationale: Evidence shows that children who do not eat a nutritious breakfast may have difficulty concentrating throughout the school day. Parents may require financial support and funding is therefore available in the event of this in order to ensure children receive sufficient nutrition in order that they are prepared for the school day.</p> <p>Evidence: Two systematic reviews report that children and adolescents who habitually consume breakfast (including ready-to-eat-cereal) have reduced likelihood of being overweight (Szajewska and Ruszczyński, 2010; de la Hunty et al., 2013). Breakfast consumption is also associated with other healthy lifestyle factors. Children who do not consume breakfast are more likely to be less physically active (Sandercock et al., 2010). There is also evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance (Hoyland et al., 2009). £1200</p>	1, 2, 3, 4, 6, 7, 8, 9 and 10.
Increased opportunities for families to connect and build relationships with staff, including via increased communication	<p>Rationale: Time invested in building strong relationships with parents builds trust. This is an important element of safeguarding.</p>	1, 2, 3, 8, 9 and 10



	<p>Additionally, it supports school in engaging parents with their children's learning. A new weekly newsletter and planned events across the year will take place.</p> <p>Evidence: EEF Toolkit +4, moderate impact for very low cost based on extensive research. £510</p>	
CPOMs	<p>Rationale: All staff members are able to record safeguarding incidents so that school maintains an accurate log with linked actions. Members of staff are able to identify and share areas of concern and monitor steps taken to help school provide effective safeguarding.</p> <p>Evidence: CPOMs is a whole school system, that allows staff to securely record, track and monitor the safety and wellbeing of pupils in school. This effective, award winning system, combined with whole staff CPD on record keeping, will help school provide robust and consistent safeguarding. Section 1.1 and 1.2 Safeguarding Record Keeping Guidance for Education Settings sets out the importance of record keeping and the implications of not keeping effective records. £600</p>	6, 9 and 10.
Extending the school day	<p>Increased learning time by adding 15 minutes onto the start of each day. This will allow school to do more with our pupils.</p> <p>Evidence: EEF Toolkit +3 moderate impact for moderate cost based on limited evidence. £510</p>	1, 2, 3, 5, 6 and 7.

**Total budgeted cost: £18760**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The following impact review was carried out by the previous headteacher.*

- To assign an Emotional Literacy Support Assistant to our KS1 and KS2 classes:  
Improved levels of self-confidence and self-esteem. Improved levels of participation in lessons and a range of extra-curricular activities. Improved attendance or continued good attendance. This support has been particularly important last year as there has been an increase in issues relating to mental health and wellbeing relating to the pandemic.
- Participation in a music project (drumming) for children KS2:  
Increased self-esteem, confidence and lesson enjoyment. Opportunities to widen skills base and discover talents.
- Teaching assistant hours to provide additional targeted support in class, increased number of phonics groups and individual/group interventions for phonics, English and maths across the school:  
All children eligible for pupil premium have made at least good progress from low starting points, with the vast majority making accelerated progress, when taking into account the unusual circumstances due to the pandemic. Some gaps in learning were a result of the covid pandemic.
- Subscriptions to digital technology resources to support the teaching of English and Maths, including Hamilton Trust, White Rose Maths, Maths Circle, Times Tables Rockstars and Learning by Questions:  
Positive impact on progress as children enjoy their learning and increase the amount of time practising key skills. Several subscriptions have assisted in the development of quality home learning packages during Covid-19 restrictions.