

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Broadmayne First School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Reviewed December 2023 Next review: September 2024
Statement authorised by	Kirsty Jordan-Gill
Pupil premium lead	Kirsty Jordan-Gill
Governor / Trustee lead	Steve Tait

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,630
Recovery premium funding allocation this academic year	£2465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,095

Part A: Pupil premium strategy plan

Statement of intent

Our goal for our disadvantaged children is to enable them to experience success across all areas whilst they are at Broadmayne First School, in order to prepare them for their move to middle school and beyond. We have high aspirations and ambitions for all our children and 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 is about being supported to develop the necessary skills and values needed to succeed.

Our Pupil Premium children can face specific barriers to reaching their full potential and this strategy sets out how we will provide the support and guidance to help them overcome these barriers.

We aim for our pupil premium children to make at least expected progress in maths and English so they are able to continue to build on this firm foundation throughout their school career, and to support them in their understanding of the wider world, developing strong values and building social and emotional learning.

Key principles are our commitment to continuously improve quality first teaching through CPD and peer to peer support, provide targeted high quality interventions, the enhancement of the wider curriculum, and the provision of opportunities to develop and build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Low engagement in reading; poor phonological awareness and speaking and listening skills.
2	Poor writing stamina, lack of engagement, low exposure to quality children's texts, leading to possible lower than expected progress in writing
3	Poor foundation in number skills; poor reasoning and problem solving skills, lack of fluency and number sense in younger children which will impact as they progress through their education
4	Low exposure to wider world, the development of British Values, and cultural capital, especially post - lockdown
5	Poorer outcomes for those children identified as both PP and SEND
6	Poor understanding of emotional literacy and the ability to self-regulate which impacts negatively on social interaction/behaviour and learning

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
Disadvantaged children achieve national pass rate in phonics.	Phonics assessment data (Summer 24)
Disadvantaged pupils make at least expected progress in reading	End of year data and pupil progress meetings (January 2024/April 2024/July 2024)
Disadvantaged pupils make at least expected progress in writing	End of year data and pupil progress meetings (January 2024/April 2024/July 2024)
Disadvantaged pupils make at least expected progress in maths	End of year data and pupil progress meetings (January 2024/April 2024/July 2024)
Disadvantaged pupils who are identified as having SEND make at least expected progress in English and maths	End of year data and pupil progress meetings (January 2024/April 2024/July 2024)
Disadvantaged pupils have a wide range of opportunities to build their cultural capital, including the development of vocabulary, trips, visits and the provision of a broad and engagement wider curriculum.	Pupils have taken part in a wide range of opportunities, including trips, visits, visitors, the development of language, exposure to high quality children's texts and a broad and exciting curriculum - evidenced through planning, learning walks, pupil voice, book looks.

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: £1,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all new staff have received paid-for training to deliver new phonics scheme effectively and are fully resourced.	The EEF states that ' <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading</i> ' Phonics Toolkit Strand	1,2,5
Work with the Jurassic maths hub to embed and extend teaching for mastery across all year groups, including scheduled CPD across the year. Embed Mastering Number programme across EYFS	The EEF states that ' <i>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective</i> ', and that ' <i>Mastery learning appears to be a promising strategy for narrowing the attainment gap.</i> ' Mastery learning Toolkit Strand	3,5

and KS1 and develop work in KS2.		
Ensure all children have access to a well planned English curriculum with direct links to high quality texts.	The implementation of the Power of Reading has had a positive impact on engagement with reading and exposure to high quality children’s texts in the school - evidenced through the school’s own pupils and staff voice. See also the Project evaluation from Leeds Trinity University as an example of evaluation of this approach.	1,2,5
Provide CPD for staff in the delivery of a new wellbeing scheme, Hamish and Milo, including supervision meetings and ongoing training.	The EEF state: <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i> Social and emotional learning Toolkit Strand	6

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

Budgeted cost: £27,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Paid for TA time to provide small group and 1:1 support for short term, evidence based interventions to address specific needs in English and maths.	The EEF state: <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> Small group tuition Toolkit Strand	1,2,3,5
Paid for TA time to provide small group support for develop the understanding and regulation of emotion using the Hamish and Milo well being scheme.	The EEF state: <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i> Social and emotional learning Toolkit Strand	6
Paid for TA time to provide targeted individual and small group work on phonics, and speaking and listening skills.	The EEF state: <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</i> Small group tuition Toolkit Strand The EEF states that ‘ <i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading</i> ’ Phonics Toolkit Strand	1

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

Budgeted cost: £2,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school PSHE programme using HeartSmart to support emotional literacy.	The EEF state: <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i> Social and emotional learning Toolkit Strand	6
Developing and building cultural capital, through the use of regular theme weeks and supporting attendance on trips and visits.	Third Space learning discusses the importance of developing cultural capital for disadvantaged children: 45 Pupil Premium Strategies for Best Impact in Schools (2021)	4
Support for attendance and improved start to the school day at Breakfast Club	The school has monitored the link between attendance at Breakfast Club for targeted children and improvement in attendance or punctuality, and for some children it provides a calmer start to the day, enabling them to engage more rapidly with their learning in the mornings. There are various studies on a wider scale, for instance, Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation	6

Total budgeted cost: £ 19,890

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.

Targeted support made a particular impact in the previous academic year, and despite the challenges presented by Covid and continued lockdowns, disadvantaged pupils made at least good progress in maths and reading.

Writing was identified as showing less than consistently good progress, and this is being addressed in the coming academic year.

Work on embedding a relational approach and emotional literacy and well-being across the school continues to develop and will be built on in the coming year.

The use of Breakfast Club had a positive impact on the start to the school day for many children - but is dependent on parents engagement and we look to develop this as we move forwards.