

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	12 8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	New Strategy 2024-2027 Year 1 – 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
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	Budget year: April 2024 – March 2025 £29,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,110

Part A: Pupil premium strategy plan

Statement of intent

At Broadmayne First School, we believe all children should be able to reach their potential and 'Fly High', regardless of their background. Through effective use the Pupil Premium grant, we aim to:

- Reduce barriers to learning so that disadvantaged children, along with non disadvantaged, achieve their full potential and therefore 'Fly High'.
- Close any gap between disadvantaged pupils and non-disadvantaged pupils.
- Have high expectations and aspirations for all pupils. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify Free School Meals.
- All staff are aware of who Pupil Premium and vulnerable children are
- All Pupil Premium children benefit from the funding, not just those who are underperforming
- Children's individual strengths and needs are considered carefully, so that we can provide the right support for all children. Where interventions are in place, these are focused, evidence based interventions which are overseen/led by teaching staff/informed by external agency assessments.

We believe that quality first teaching has greater impact than additional interventions and at Broadmayne First School we constantly strive to get it right for all pupils.

Through quality first teaching we ensure all adults:

- Have continued professional development and peer to peer support to enhance their teaching practice and pedagogy.
- Set high expectations, raise aspirations and develop a climate where children love the challenge of learning and are resilient to failure.
- Personalise planning for all pupils in their class.
- Have a good knowledge of their pupils and understand any barriers children have to learning

· Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.

Challenges

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

Challenge number	Detail of challenge
1	Self Regulation: Pupils’ emotional well-being, social and behavioural needs affecting children being ready to learn and therefore make progress.
2	Attainment gap between PP and non PP: A high proportion of PP children do not achieve ARE in Reading, Writing and Maths.
3	Writing: A significant amount of children do not meet the ARE for writing.
4	Attendance: the attendance of pupils in receipt of PP is below that of their peers. Emotional School Based Avoidance is increasing within our PP children.

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												
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready to learn.	Children’s well-being needs are met and supported to ensure they able to access high quality teaching and targeted interventions where needed to support them in making progress.												
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with their peers through ensuring high quality teaching is effective in place, alongside targeted intervention. 2023/2024 – 13 children	An increase in PP children meeting ARE in reading, writing and maths. Accelerate process for PP children to close the attainment gap.												
<table border="1"> <thead> <tr> <th></th> <th>PP children who did not achieve ARE</th> <th>PP children who achieved ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6 46%</td> <td>7 53%</td> </tr> <tr> <td>Writing</td> <td>11 84%</td> <td>2 15%</td> </tr> <tr> <td>Maths</td> <td>5 38%</td> <td>8 61%</td> </tr> </tbody> </table>		PP children who did not achieve ARE	PP children who achieved ARE	Reading	6 46%	7 53%	Writing	11 84%	2 15%	Maths	5 38%	8 61%	
	PP children who did not achieve ARE	PP children who achieved ARE											
Reading	6 46%	7 53%											
Writing	11 84%	2 15%											
Maths	5 38%	8 61%											

To improve the writing outcomes for all children.	Children who are receiving pupil premium funding will make expected progress in writing. The attainment gap will close.
To continue to ensure the attendance of pupils in receipt of pupil premium funding is in line with those of peers and national data.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. 2023/24 to date: FSM 6 attendance: 90.8% Non FSM 6 attendance: 94.8%

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to receive 'in person' training from Supersonic Phonics to help deliver whole class teaching, small group teaching and 1:1 catch up intervention. This will ensure as a school we have consistent practice.	Phonics 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> '.	2,3
Reading Lead to engage in English Hub CPD 'Transforming Reading Cultures' and disseminate to school. Staff to work with English specialist to develop QFT of phonics.	reading_for_pleasure.pdf (publishing.service.gov.uk) DFE guidance identify several main areas of benefit for Reading for pleasure: <ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; 	1,2,3

	<ul style="list-style-type: none"> • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. 	
<p>Consistent approach to the teaching of writing across the school following the teaching sequence and progression of skills in each year group.</p> <p>Invest in CLPE training for all staff to deliver high quality writing sessions.</p> <p>Visit other CLPE schools with reading leads to support teaching of high quality writing sessions.</p>	<p>See EEF toolkit: High Quality Teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF states: <i>‘the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i></p>	2,3
<p>Continue to work with the Maths Hub to take part in ‘Mastering Number Fluency programme’ across school and Sustaining Teaching for Mastery.</p>	<p>See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020 Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Review current provision alongside the guidance: ‘Special Educational Needs in Mainstream’ (Led by SENDCo)</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p><i>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However pupils with SEND are almost more than likely to be eligible for free school meals.</i></p>	1,2,3

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

Budgeted cost: £21,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of teaching Assistants to support key children	EEF research guidance: Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2,3

<p>during whole class teaching inputs.</p> <p><i>(Additional paid staff)</i></p>	<p><i>'Research on TA's delivering targeted interventions in one-to-one or small group settings show a consistent impact on the attainment of approximately 3 to 4 additional months' progress. Crucially, these positive effects are only observed when TA's work in structured settings with high quality support and training. When TA's are deployed in more informal, unsupported, instructional roles, they can impact negatively on pupils' learning outcomes.'</i></p>	
<p>Establish small group interventions (in year groups) for disadvantage pupils falling behind age related expectations.</p> <p><i>(Additional paid staff)</i></p>	<p>EEF Toolkit guidance: Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) <i>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</i></p>	1,2,3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of outdoor learning to support key groups of children.</p> <p>Children to have 1 half term of Forest School.</p> <p>Ensuring sustainability of Forest Schools approach by investing in training for a member of staff to deliver once Outdoor Adventurers have implemented programme.</p>	<p>Key findings of forest research: Forest Schools: impact on young children in England and Wales - Forest Research The evaluation suggests Forest Schools make a difference in the following ways: Confidence: Children had the freedom, time and space to learn and demonstrate independence. Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. Communication: language development was prompted by the children's sensory experiences. Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. Physical skills: these improvements were characterised by the development of physical stamina and fine motor skills. Knowledge and understanding: the children developed an interest in the natural</p>	1

	surroundings and respect for the environment.	
<p>INSET training for all staff to have Hamish and Milo CPD.</p> <p>1 member of staff to attend Local Authority ELSA training and provide intervention to support key children</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF state: <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. The average impact of successful interventions is an additional four months progress over the course of a year.</i></p>	1
<p>Support towards the cost of school visits, school visitors, holiday clubs and extracurricular activities for pupils in receipt of Free School Meals</p>	<p>Building self-confidence, widening experiences and gaining cultural-capital all improve the holistic results of a child's development and learning. Evidence from implementing this in previous years shows this makes a positive impact on self-belief and attainment.</p>	1,2,3,4
<p>Building links with Family Link worker and Inclusion lead to support attendance is maintained and readiness to learn.</p> <p>Introduction of monthly coffee mornings with HT, ELSA lead, Family Link worker.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Attendance monitoring and meetings when needed.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p> <p>Focus in fortnightly newsletter.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF state: <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p>	1,4

Total budgeted cost: £ £29,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/2024 data shows that we are closing the gap slowly in Reading and Maths for PP children achieving ARE. Accelerated progress for children to achieve ARE remains a focus. PP children made at least good progress last year. Writing continues to be an area for development. This is part of our 2024/2025 SDP.

2023/2024 – 13 children

	PP children who did not achieve ARE		PP children who achieved ARE	
Reading	6	46%	7	53%
Writing	11	84%	2	15%
Maths	5	38%	8	61%

Training in Therapeutic Thinking and Relational Practice and the implementation of a sensory room, calming areas in all classrooms and zones of regulation have enabled children to regulate and be ready for learning.

Children have had exposure to a variety of activities to build on culture capital. These included theme weeks such as Sports Week. Children got to experience climbing, archery, martial arts, skipping skills and gym skills.

Further information (optional)

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