

Pupil premium strategy statement



This statement details our school's use of pupil premium funding for the 2024-2025 academic year 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 | Broomfield School |
| Number of pupils in school | 207 |
| Proportion (%) of £57,430 pupil premium eligible pupils | 45 children 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | January 2025 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Fiona Sharp |
| Governor/Trustee lead | Richard Shuttleworth |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £51680 28 x FSM @£1480= £41440 2 Post Lac @ £2570= £5140 15 Service @ £340= £5100 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £51680 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils are afforded the opportunity to make good progress and achieve high attainment across all subject areas. The first line of our vision and values statement, **We can change the future ...**, reflects the focus of this pupil premium strategy that all children, irrespective of the challenges they face, should be effectively supported to achieve their best.

We are committed to ensuring that all children experience consistently good quality teaching, whilst supporting disadvantaged children in the areas in which they need it most. It is our intention to close the attainment gap between those children who are disadvantaged and their peers so that all groups of children then enjoy high achievement. We will also consider the challenges faced by those children with a vulnerability and be vigilant in identifying those children who face additional challenges.

We recognise that for many pupils, the national lockdowns had a detrimental effect and we are continually playing catch up with our children identifying many gaps in their learning from this time and dealing with social and emotional impact it had.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Outcomes in reading, writing and maths for disadvantaged children can vary year on year by the time they get to year 6. Other year groups also show inconsistent patterns, therefore different cohorts have different challenges. |
| 2 | Assessment and monitoring shows that children are not yet performing as well as National expectations at the end of Reception and attainment in phonics at the end of year 1 is inconsistent. |
| 3 | Assessments and monitoring of internal data have shown there are inconsistencies in some cohorts with reading results for disadvantaged children by the time they get to year 6, compared to non-disadvantaged. Some children have not developed sufficient fluency in reading by the time they transition to Key Stage 2. |
| 4. | Due to the cost of living, some of our children do not have the same life experiences that other children have. This can impact on their general knowledge to support learning and aspirations for later life. |
| 5. | Post covid, we have seen a significant increase in children struggling with their social and emotional mental health. Some of our children also show high anxiety and lack resilience in both their learning and their social skills. |
| 6. | Attendance of children, whilst over all is above National data, shows a difference in the attendance of disadvantaged and non-disadvantaged 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 |
|---|---|
| Children make good progress and attainment during their time at Broomfield. | <p>Data at the end of year 6 will have improved compared to last year and more in line with National in all areas.</p> <p>Children leave Broomfield ready for the transition to secondary school.</p> <p>Book scrutiny shows improvement in standards from the start of the year.</p> <p>Tracking of data on a termly basis shows ongoing improvements and informs teacher assessment in the 2 core subjects.</p> |
| Children get a secure foundation in phonics to enable them to become confident and fluent readers. | <p>Children become confident readers as shown in their phonics assessment.</p> <p>Year 1 phonics data is in line with National (above 2024).</p> <p>Consistent high quality teaching of phonics is regularly observed.</p> <p>6 weekly assessments show children making good progress and interventions have been put in place following scrutiny of the assessments.</p> <p>Good parental engagement at the phonics information evening.</p> |
| Children develop a love of reading with good comprehension they can apply to all areas of learning. | <p>Internal reading data is closely tracked showing progress for children.</p> <p>End of year internal reading data for all year groups is improving and closer to National data.</p> <p>Statutory assessment data is in line with National data.</p> <p>Little Wandle in place for all year groups where needed through use of rapid catch up and SEND programmes.</p> <p>Children show greater engagement in reading at home and therefore more children are entered into the reading raffle.</p> |
| Children experience different life opportunities. | <p>All children have the opportunity to attend educational visits.</p> <p>School has a high percentage in participation on the year 4 and year 6 residentials as well as other educational visits during the year.</p> |
| Children are happy in school and keen to be at school with the peers. They are keen to do well in their lessons demonstrating good behaviour. | <p>Children demonstrate less anxiety and show more resilience.</p> <p>Lesson observations show children clearly engaged in their learning without fear of making mistakes or giving up when challenged.</p> |

| | |
|---|---|
| | Results from the Growing up in North Yorkshire survey show children are happy to be in school, feel safe and think behaviour is good. |
| Attendance is seen as important by all our school families. | Children with Pupil premium have attendance data in line with non-pupil premium children. Children arrive at school on time ready for the school day. Parents engage with school to improve attendance. |

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: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Assessment materials purchased to track attainment of children on a termly basis. NFER assessments purchased for y1-y5 for reading, maths and grammar. Year 6 assessment based on past SAT's assessment papers.</p> <p>Taking part in the LA maths project for year 6 children</p> | <p>https://www.icafe.org.uk/reports/NEU2762_I_CAFE_final_report_A4_web_version.pdf</p> <p>Importance of tracking children so that we can put timely interventions in place as and when needed.</p> | 1 |
| <p>Fund release time for staff to access appropriate CPD including e.g. NPQ programs, Developing mastery program and moderation training.</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Evidence base shows that effective professional development is crucial in improving pupil outcomes. NPQ qualifications adhere to these principles.</p> | 1 |
| <p>Quality, well trained support staff are given time to do catch up and keep up work using the Little Wandle phonics program.</p> <p>Little Wandle used for identified children who have not developed fluent skills in key stage 2.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>A quality approved phonics scheme is vital to ensure impact for our children.</p> | 2 |

| | | |
|--|--|---|
| Purchase of rapid catch-up books to support the Literacy tree scheme. | | |
| <p>Purchase reading materials which support the development of reading for those children who are beyond decodable readers. The purchasing of these resources ensures that disadvantaged children have access to reading materials whether at home, or school.</p> <p>Purchase of Accelerated Reading once children have secure phonics and come off the Little Wandle scheme.</p> <p>Purchase of new books as an incentive for children to read regularly at home for all classes.</p> <p>Participation in the North Yorkshire Reading Project for year 6 children including funding support staff.</p> | <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The school is committed to ensuring that children have access to age and ability appropriate reading materials. This report highlights the importance of reading comprehension and the strategies which will effectively support this development. Both of the above tools support children's ability to comprehend reading materials and support teachers in the teaching and learning process.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The school want to reward children who are engaging with their reading activities at home, with a specific focused reward scheme. This reward does not solely reward academic achievement, but rewards the engagement and pleasure aspect of reading.</p> | 3 |

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

Budgeted cost: £31,180

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Funding costs for support staff to provide focussed tutoring for small groups of target pupils. This will include Lego therapy, speech and language groups, zones of regulation etc. | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>To support children one to one, or in small groups to develop in the highlighted area of difficulty. Disadvantaged children who had limited adult support during the pandemic, despite remote learning, will benefit.</p> | 1,2,3,5 |
| Embed the use of little Wandle in all year groups including Key stage 2 to screen and support children who are not reading fluently. | | 2 |
| Support staff to spend time 1:1 with those children who are struggling with anxiety to help prevent school-based avoidance | | 5,6 |

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

Budgeted cost: £5500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Cool Milk | <p>The potential nutrition-, physical- and health-related benefits of cow's milk for primary-school-aged children Nutrition Research Reviews Cambridge Core</p> <p>The school uses this funding to subsidise daily milk portions for children on free school meals. This is to ensure that all children have access to the health benefits provided by regular milk portions in their daily diet.</p> | 4 |
| Structured outdoor and adventurous education opportunities for all pupils | <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p><i>'Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</i> EEF</p> <p>We are committed to providing high quality outdoor and adventurous learning opportunities for all pupils, particularly through residential visits to specialist centres for pupils in Years 4 and 6.</p> <p>This funding is used to subsidise the cost of these visits for pupils receiving free school meals, to ensure that these opportunities are accessible to all.</p> | 4 |
| All support staff, Headteacher and Deputy Headteacher training on de-escalation, Preventing and Managing Challenging Behaviour and Trauma Awareness with the aim of improving behaviour across school. Deputy Head trained as a trainer to deliver training for all staff | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Ensuring clear whole school approach along with the new behaviour policy which has already been implemented to support the minority of children who have SEMH needs.</p> | 5. |
| Continue to embed the principles of good practice as set out in the DfE attendance guidance. Focussed half termly | <p>https://educationinspection.blog.gov.uk/2023/11/16/improving-school-attendance/</p> <p>Attendance is key to ensure children are in school so we can educate them.</p> | 6 |

| | | |
|---|--|--|
| <p>monitoring of attendance of all children with a particular focus on pupil premium children to ensure the gap is closed. Celebrate the year group with highest attendance in the weekly letter and Friday celebration assembly.</p> | | |
|---|--|--|

Total budgeted cost: £51,680

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 2023-2024 academic year.

2023-2024

Year 6 end of year outcomes with 11 disadvantaged children:

Reading: Pupil premium 64% Non-Pupil premium 77%

Writing: Pupil premium 36% Non-Pupil premium 76%

Maths: Pupil premium 64% Non-Pupil premium 71%

Internal data shows different year groups having different trends. Scrutiny of internal data demonstrates that our cohorts vary greatly and the important need for background context.

Attendance levels for 2023-2024 whole school were:

| | Whole school | Pupil Premium |
|----------------------|--------------|---------------|
| Overall absence | 4.9% | 7.6% |
| Authorised absence | 3.73% | 5.2% |
| Unauthorised absence | 1.12% | 2.4% |

We have implemented many things including new phonics programmes and new schemes of learning which we are now embedding and therefore will take time to see them come into fruition and show a clear impact on our children. We continue to strive to close the gaps, particularly for those children in Key Stage 2.

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 |
|---------------------------------|-----------------------|
| Little Wandle Letter and sounds | Wandle Learning Trust |
| White Rose Maths | White Rose Education |