

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Broomfield Primary School
Pupils in school	196
Proportion of disadvantaged pupils	21% (41 children who are post LAC, Service child, Ever 6 or FSM)
Pupil premium allocation this academic year	£40795
Academic year or years covered by statement	2021-22 (This plan details the spend till Sep 21 as further funds are allocated the plan will be updated)
Publish date	April 2021
Review date	April 2022

## Disadvantaged pupil progress and attainment scores for last academic year

*Due to statutory testing not taking place in 2021 – the figures are not updated from 2019.*

Measure	Score
Reading	-3.23
Writing	-4.20
Maths	-0.92
Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	The teaching and provision of phonics and reading in all year groups is rigorous and develops disadvantaged pupils' confidence and enjoyment in reading;
Priority 2	Children's access to online learning resources is universal. Their ability to access all parts of the curriculum in school and at home is well supported. Children are confident when using IT hardware and online packages.

<p>Priority 3</p>	<p>Formative assessment is skilfully utilised by all staff to inform planning and to identify support and challenge for disadvantaged pupils (ReflectEd). Pupils in identified year groups benefit from additional adult support to engage them in the learning process and contribute to consistently good quality first teaching.</p>
<p>Barriers to learning these priorities address</p>	<p>The current reading scheme has been evaluated to ensure that it is appropriately pitched for FS, KS1 &amp; KS2 and that books for early reading match the school's systematic approach to the teaching of synthetic phonics, previously there was piecemeal approach which was a barrier to children making sustained progress in reading. The assessment of reading has been improved to ensure that the systems are in place are rigorous and robust and support all pupils to make progress. This system still needs embedding and requires an annual subscription.</p> <p>All children need to be able to access and be confident when using online learning tools. This will ensure equality in curriculum access within the classroom, but also should home learning be required for any period of time.</p> <p>All children need a systematic approach to the teaching of writing, inclusive of handwriting, in order to deepen their knowledge and develop skills at an acceptable rate of progress. Where a systematic approach is underpinned by quality texts it will drive the learning, resulting in improved outcomes and good progress.</p> <p>Ongoing, formative assessment is fundamental to teachers knowing what pupils can do and what they need to learn. This formative assessment system needs to be rigorous and robust and should feed in to a data tracking system which can be used to effectively identify the performance of groups, and to set appropriately challenging targets. The school is committed to improving the children's metacognition and is therefore using Reflect Ed as a vehicle for explicitly supporting the children to develop their confidence.</p> <p>Two cohorts within school have been identified as needing extra support due to the number of children with a vulnerability and disadvantage. Additional adult support which is in excess of that received by other cohorts has been afforded this year.</p>

Projected spending	<p>Reading plus subscription £3327</p> <p>Summative tracking system £984</p> <p>Additional statutory testing resources to support children at home £600</p> <p>Additional adult support directed at the two most vulnerable cohorts £12,762</p> <p>Environmental education to encourage engagement £750</p> <p>Teaching resources subscription £902</p> <p>Additional curriculum for handwriting £765</p> <p>(£20090 spent at September 2021)</p>
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### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>Achieve national average progress scores in KS2</p> <p>Progress in FS supports all children attaining the expected standard in the reading ELG</p>	July 2022
Progress in Writing	Achieve national average progress scores in KS2	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2	July 2022
Phonics	Achieve national average expected standards and this be sustained	July 2022
Other	Ensure disadvantaged pupils are making expected progress in foundation subjects	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and use Accelerated Reader across Years 2-6 to increase reading for pleasure, accurate reading assessments and an appropriate reading materials.
Priority 2	Buy and use with the children online learning packages which support their learning within the classroom and at home should remote learning be required and for homework.

Priority 3	Ensure the most vulnerable cohorts within school have additional adult support to engage them with their learning and support a consistently good quality first teaching environment Support children with the development of their metacognition and growth mindset through ReflectEd.
Barriers to learning these priorities address	Encourage wider reading, secure an improvement in the implementation of the teaching of reading, improve pupils' ability to think about their learning, assess their progress, set and monitor goals, identify strengths and challenges in their learning and develop a learning dialogue between pupil and teacher, children not being confident when accessing online learning, having universal access to e-learning tools so that they can access the curriculum within the classroom and at home.
Projected spending	£19340

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure children have access to education in and about the school environment
Projected spending	£750

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is available for training and staff CPD	Use of training days and twilight sessions
Targeted support	Ensure teaching and non - teaching staff are appropriately deployed to maximise impact	Review staff deployment in order to meet the needs of learners
Wider strategies	Ensuring children access environmental education	Review whole school and class strategies for children engaging with the environment.

### Review: last year's aims and outcomes

Aim	Outcome
<i>Progress in reading</i> Achieve national average progress scores in KS2	Statutory testing did not take place in 2021 – will measure in 2022

Progress in FS supports all children attaining the expected standard in the reading ELG	
<i>Progress in writing</i> Achieve national average progress scores in KS2	Statutory testing did not take place in 2021 – will measure in 2022
<i>Progress in maths</i> Achieve national average progress scores in KS2	Statutory testing did not take place in 2021 – will measure in 2022
<i>Phonics</i> Achieve national average expected standards and this be sustained	Statutory testing did not take place in 2021 – will measure in 2022
<i>Other</i> Ensure disadvantaged pupils are making expected progress in foundation subjects	Statutory testing did not take place in 2021 – will measure in 2022