

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	Broomfield School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Sarah Morrison
Governor	Richard Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,795
Recovery premium funding allocation this academic year	£7,030
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	£47825

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 affect and we are committed to ensuring that alongside the plans for education recovery we will be using targeted support through the National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and assessments of children from Year R – 6 indicate that oral language skills and vocabulary are under-developed, particularly among many disadvantaged pupils.</p> <p>Internal Reception baseline assessments September 2021 demonstrate that 75% of all pupils are below expected levels in 'listening, understanding and attention' and 'speaking'. The figure for those children who are disadvantaged is exactly equal in both areas.</p>
2	<p>Assessments and observations demonstrate that disadvantaged pupils generally have greater difficulties with phonic acquisition and the development of reading. On entry to school in September 2021 75% both disadvantaged children and children without disadvantage were below age expectations in 'word reading'. 75% of children without disadvantage were below age expectations in 'comprehension' compared to 100% of disadvantaged children.</p> <p>During the academic year 2020/21 children across Years 1-6 began at a low starting point of 39% of non-disadvantaged children performing at age related levels for reading, compared to 29% of children with disadvantage. During the</p>

	<p>year the school focused on developing reading as a priority and utilised a range of tools to support children who were accessing education within school and remotely. This resulted in 62% of non-disadvantaged children being at age related expectations at the end of the year, compared to 51% of children with disadvantage. Although both groups have progressed, the gap grew by 1% from 10 -11%. The school is determined to reduce this gap, whilst still pushing for increased standards of attainment and rates of progress.</p> <p>Engagement with reading and access to reading material was a concern for disadvantaged children, particularly during the disruption to schooling. Although the majority of children accessed the school site, there were still restrictions around materials being taken to and from school. The school devised systems for safely sharing reading books, but also invested in 'reading plus', which children could access at home and school and was closely monitored by class teachers. The school also introduced a reward scheme for reading where children received weekly prizes of 'real books', to celebrate 'real books' and encourage reading for pleasure.</p>
3	<p>During academic year 2020 /21 progress made in whole school for writing and maths but the gap has widened between children with disadvantage and those without. At the beginning of the academic year 20210/21 15% of disadvantaged children were at age related expectations for writing, compared to 28% of children without disadvantage, resulting in a gap of 13% in attainment. This widened to a 24% gap during the academic year as non-disadvantaged children were 43% at age related compared to 19% of disadvantaged children. This picture was reflected in maths also, the gap widened from 7% to 20%, so that 35% of disadvantaged children and 55% of non-disadvantaged children were meeting age related expectations.</p>

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
Improved oral language skills vocabulary for disadvantaged pupils	<p>Reception data at the end of the year 2024/5 demonstrates that children achieving the expected level of development communication and language, is at least broadly the same as national expectations.</p> <p>Children in cohorts years 1-6 are achieving age appropriate levels in Spoken language, as identified in the National Curriculum.</p>
Improved reading attainment among disadvantaged pupils	<p>2024/5 reading outcomes show that the percentage of disadvantaged pupils meeting the expected standard is broadly the same as national 'other'.</p>

Improve Phonics scores	2024/5 phonics outcomes show that the percentage of disadvantaged pupils meeting the expected standard is broadly the same as national 'other'.
Improved writing attainment among disadvantaged pupils	2024/5 writing outcomes show that the percentage of disadvantaged pupils meeting the expected standard is broadly the same as national 'other'.
Improved engagement with reading among disadvantaged pupils	By the end of 2024/5 engagement with reading at home is demonstrable for all pupils. All children will complete reading activities requested of them at home, supported by an adult. Children will be supported by school to ensure they have the correct access to online reading materials or hard copies of books.
Improved engagement with learning and a 'growth mind-set'.	By the end of 2024/5 children will have a self-belief in their ability to learn and achieve, aware of their strengths and development points, which they can articulate clearly.

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: £7342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase reading materials which support the development of reading for those children who are beyond decode able readers. The purchasing of these resources ensures that disadvantaged children have equity in access to reading materials whether at home, or school.</p> <p>Reading plus £3327 Accelerated Reading £2086</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The school is committed to ensuring that children have access to age and ability appropriate reading materials at school and if subject to remote learning. 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>	2
<p>To identify and support those children who are most at risk of underachieving due to the pandemic. Identifies those disadvantaged pupils who need most support.</p> <p>Summative tracking and analysis tool £984</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1029841/Understanding_progress_in_the_2020-21_academic_year_Report_4_October2021.pdf</p> <p>This report highlights the 'learning losses' for pupils from disadvantaged backgrounds was greater than their more affluent peers. This was also viewed through the lens of regional differences. Children in Yorkshire and the Humber did appear to suffer significant losses over the 2020-1 academic year compared to peers nationally in reading and maths. It is therefore imperative that the school has a clear understanding of the performance of disadvantaged pupils compared to other groups within school and nationally.</p>	3
<p>Additional curriculum support for handwriting £765 to support the development of fine motor skills.</p> <p>Flipper Flapper phonics sessions</p>	<p>https://www.schofieldandsims.co.uk/survey-reveals-impact-of-pandemic-on-young-childrens-handwriting/b100</p> <p>This report highlights that a survey of primary teachers, (June 2021), revealed that '83% of teachers and senior leaders saying disruption to their school has had a negative effect on</p>	3

	pupils' good handwriting habits.' In particular 'Stamina was most commonly highlighted by Key Stage 2 teachers (72%) and headteachers (76%)'. The introduction of the handwriting scheme and the flipper / flapper programme directly supports the gross and fine physical development required for good handwriting and the understanding of correct letter formation, so that children can write seedily and legibly.	
'No word' early reading books £162 to support those children who struggle to acquire phonics or who have a poor vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics To support those children who may have poor vocabulary and struggling with phonic acquisition to share reading material at home and school.	1

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

Budgeted cost: £14,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support directed at the two most vulnerable cohorts. Access to the NELI programme for EYFS / Year 1. (Additional costs for academic mentor and NTP programme to be added in addition to the below) £ 12,762	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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.	1, 2
Catch up literacy & Numeracy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

intervention £900	https://literacytrust.org.uk/primary/targeted-approaches-literacy-catch-/catch-up-literacy/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy To provide a structure provision to be their delivered by academic mentors / NTP funds for those disadvantaged children who have been identified as needing literacy / numeracy support.	
Additional statutory testing resources to support children at home £600	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement We recognise that many parents want to support their children at home, but the cost of purchasing materials, or knowing which materials to purchase can be challenging. School wants to ensure that all children, including those who are disadvantaged have access to suitable materials to support them with statutory testing.	3

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

Budgeted cost: £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Environmental education £750	https://www.wildlifetrusts.org/sites/default/files/2019-11/Nature%20nurtures%20children%20Summary%20Report%20FINAL.pdf To ensure the children have increased opportunities to an inviting and stimulating educational environment. The school feels that after a significant period of lockdowns that this is imperative to children's well being.	3
Reading encouragement rewards £700	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions The school wanted to reward children who were 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.	1, 2
Reflect-Ed metacognition programme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The school has committed to this programme to support pupils to think about their own learning more explicitly, by teaching	

	them specific strategies for planning, monitoring, and evaluating their learning. This programme aspires to giving pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	
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Total budgeted cost: £23,054

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.

In the academic year 2020/21 the school ensured that it purchased access to online learning tools which ensure equity in access to the curriculum for all pupils, but particularly those who were disadvantaged. The school facilitated 'live' all day online learning for all children, which dovetailed exactly with the learning taking place onsite. This ensured that disadvantaged children were able to access the same learning as their peers without barriers from access to technology or appropriate curriculum resources. This approach led to a favourable response from children's families when responding to our survey. However, the school fully accepts that the delivery of the curriculum was inevitably disrupted. The school had planned for specific interventions to support individual and groups of children funded by the pupil premium, however, the children were not able to benefit from them as fully intended therefore this had the most detrimental impact on our disadvantaged pupils.

The school was particularly pleased with the positive impact on reading, this had been subject to a whole school focus, with funds supporting the purchasing of specific resources and adult support. Reading attainment rose from 39% to 62% for those children who are disadvantaged, with the gap in achievement widening by 1% when compared to more affluent peers within school.

The school closely tracks both the progress and attainment of all children within school and compares the journey of disadvantaged and non-disadvantaged pupils in reading, writing and maths. The school accepts that the attainment of disadvantaged pupils still needs to rise significantly and the gap with their peers still exists and the gap in maths and writing has widened during 2020/1. However in each cohort, the progress of disadvantaged children has been at least at expected levels and in most cohorts there has been examples of accelerated progress in one or more of the areas of reading, writing and maths.

The schools attendance figures were inevitably reduced due to the effects of children isolating. However, there is only a minute discrepancy the attendance figures between disadvantaged and non-disadvantaged. Attendance figures for non disadvantaged children were 94.74%, where disadvantaged children's attendance was 94.56%. the school will continue to support disadvantaged children and their families to sustain this good attendance.

