

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	204
Proportion (%) of £55,675.50 pupil premium eligible pupils	47 children 23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Fiona Sharp
Governor	Richard Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,719
Recovery premium funding allocation this academic year	£1957.50
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	£55,676.5

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 understand that needs and costs will differ depending on the barriers to learning being addressed. It is recognised that not all pupils who receive free school meals will be socially disadvantaged, and not all pupils who are socially disadvantaged are registered or qualify for free school meals. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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 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</p>

	<p>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 2020/21 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	2024/5 reading outcomes show that the percentage of disadvantaged pupils meeting the expected standard is broadly the same as national 'other'.
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, resulting in reading data at the end of KS2 in line or above National data. 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: £12,399

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 decodable 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 £3500 Accelerated Reading £2200</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 Insight £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</p>	3

	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.	
Additional curriculum support for handwriting £965 to support the development of fine motor skills.	https://www.schofieldandsims.co.uk/survey-reveals-impact-of-pandemic-on-young-childrens-handwriting/b100 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 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 directly supports the gross and fine physical development required for good handwriting and the understanding of correct letter formation, so that children can write fluently and legibly.	3
Little Wandle phonics resources £4000 to support the development of phonics	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
Annual subscriptions to OUP MyMaths and Times Tables Rock Stars to support children with learning fundamental maths facts and concepts at school and at home. £750	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 This report highlights the importance of developing pupils' independence and motivation when developing their mathematical knowledge and skills. These online resources allow children to learn and practise fundamental maths concepts, both in class and in their own time, in an engaging and motivational context.	3
Chromebook licences for the devices acquired through the 'Get Help with Technology' scheme £530	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital These licences are essential for enabling the devices supplied to be used to enhance teaching and learning. The chromebooks will be used in school daily to allow access to specific learning resources mentioned above. They are also loaned to families during periods of remote learning to ensure all children have access to online resources and learning activities.	2, 3

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

Budgeted cost: £29,027.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to the Launchpad for Literacy programme for EYFS £2,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>This programme supports young children in small groups to develop their important oral and literacy skills language skills. The funding is required to provide the necessary adult support to deliver these sessions. Disadvantaged pupils are more likely to need additional support with their early language development.</p>	<p>1, 2</p>
<p>Funding costs for a School-Based Tutor to provide focussed tutoring for small groups of target pupils. £7,055</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</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> <p>The School-Based Tutor role is currently subsidised. The funding listed here is to provide for the remaining costs.</p>	<p>1, 2, 3</p>
<p>Dynamo Maths programme, including individual pupil diagnostic assessments £915</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>To provide a structure provision to be delivered by academic mentor / school-based tutor for those disadvantaged children who have been identified as needing additional literacy / numeracy support.</p> <p>https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-reading https://www.pearsonschoolsandfecolleges.co.uk/primary/subjects/english-literacy/rapid-writing https://dynamomaths.co.uk/</p>	<p>2, 3</p>
<p>Additional statutory testing resources to support children at home £600</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>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</p>	<p>2, 3</p>

	have access to suitable materials to support them with statutory testing.	
1:1 and small group catch up phonics based on the Little Wandle phonics scheme £19,512.50	Increasing TA capacity to ensure that catch up and keep up programmes can be carried out in a timely manner.	2

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

Budgeted cost: £14,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Environmental education £1500	<p>https://www.wildlifetrusts.org/sites/default/files/2019-11/Nature%20nurtures%20children%20Summary%20Report%20FINAL.pdf</p> <p>To ensure the children have increased opportunities to an inviting and stimulating educational environment. The school feels that that this is imperative to children's well being.</p>	3
Reading encouragement rewards £1500	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>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.</p>	1, 2
Cool Milk £750	<p>https://www.cambridge.org/core/journals/nutrition-research-reviews/article/abs/potential-nutrition-physical-and-healthrelated-benefits-of-cows-milk-for-primarieschoolaged-children/8214A12040D3CEE65D302D776791716C</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>	3
Reflect-Ed meta-cognition programme	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>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.</p>	2, 3

<p>Structured outdoor and adventurous education opportunities for all pupils</p> <p>£2500</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor</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.’ EEF</i></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>	
<p>Small group intervention on zones of regulation and nurturing groups</p> <p>£8,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p> <p>We have seen a deterioration in behaviour and children’s emotional regulation following the disruption of covid. Support for zones of regulation groups and nurturing time for specific children is required.</p>	<p>1,2,3</p>

Total budgeted cost: £55,676.50

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 2021 to 2022 academic year.

Due to covid-19, performance data for schools has not been published for 2021-2022 and most recent data is from 2019. School has used its own assessments and monitoring to evaluate the progress made last year.

As seen in schools across the country, school closures was detrimental to all our pupils, especially our disadvantaged pupils. During Covid-19, 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.

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 as attainment data for Reading, writing and maths is still slightly behind that of non-pupil premium children at the end of 2022.

Attendance figures 2021-2022 for non-disadvantaged children were 94.6%, whereas disadvantaged children's attendance was 93.9%. The school will continue to monitor disadvantaged children and their families to improve attendance.

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

