The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement.

**Eligibility for Pupil Premium**

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six-year period (known as the “ever 6”) qualifies for pupil premium funding.

**Children Looked After (CLA) and the Pupil Premium**

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

**Children of Service Families**

These children receive an increased premium.

**How is Broadwood accountable for the pupil premium?**

We will ensure expectations are high for **all** children, believing **all** children can achieve highly regardless of their home life situations.

We will continuously strive for consistency in ‘quality first teaching’ where teaching and learning is inclusive and all children can access their age related curriculum. Robust tracking of all children takes place and support/intervention is put in place where necessary to secure gaps in learning.

*The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:*

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| |  |  | | --- | --- | | |  | | --- | | **Objective: Raise the attainment and progress of disadvantaged PP children so that they are in line with their peers.** | | |
| |  | | --- | | **Context:**  Pupil premium allocation for the 2019/20 financial year £198,940. This is based on pupils who have been allocated pupil premium based on ‘Ever 6’ (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), also 1 service child and 2 children who are looked after. This currently equates to 49% of pupils currently on roll (147 children excluding nursery). | | **In-school barriers to learning:**  A. **Attainment Gaps -** The starting point for PP children on entry to our Nursery is generally lower than their non-PP peers**.**  B. **School Context of Deprivation:** Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas.  C. **EAL and SEN:** 22 % of PP children are also EAL and 18% are SEN  **External barriers to learning:**  A. **Attendance:** In general, attendance rates for pupils eligible for PP is lower than that of Non-PP children.  B. **Social Care Needs**: A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn. | |
| **Impact for year 2018-19**  **Attendance**: Although the attendance for Disadvantaged PP over 2018/19 was 94.3% (which is lower than National all pupils), this was a significant increase on the previous year at 92%. Attendance improved for PP children from 2017/18 to 18/19 by 2.3%.  **EYFS**: GLD 2018/19 61% of our disadvantaged PP children achieved the GLD compared to 47% of Non-PP. For PP children, this was an increase of 21% on the previous year.  **Phonics Year 1**: In 2018/19 - 75% Disadvantaged PP achieved the Phonics expectations for Year 1 children. This was a significant increase on the previous 2 year’s outcomes (2017 – 55%, 2018 50%) National for all pupils was 81.9%  **Phonics Year 2**: In 2018/19 -82.4% of pupils achieved the Phonics expectations. This is a 10% increase from the previous 2 years and slightly lower than Non-PP children who achieved 86.4%  **Year 2 Outcomes**: Reading - 29% of disadvantaged PP children achieved the expected reading standard compared to 50% non-PP in school.  Writing - 41% of disadvantaged PP achieved the expected writing standard compared to 55% non-PP in school.  Mathematics – 35% of disadvantaged PP achieved the expected mathematics standard compared to 50% non-PP in school.  **Year 6 Outcomes:** Reading - 57% of disadvantaged PP achieved the expected reading standard compared to 53% non-PP in school.  Writing - 54% of disadvantaged PP achieved reading compared to 58% non-PP in school.  Mathematics – 57% of disadvantaged PP achieved reading compared to 79% non-PP in school. |

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| **Self review**  On reflection of our last year’s performance, the most disappointing outcomes were attainment and progress (especially in reading) at the end of KS1 for PP children.  The attainment and progress across the whole school for PP children needs to significantly improve, impacting positively on the outcomes by the end of Year 6 so that results are in line with NA for all pupils.  The following plan will outline how and why the PP funding will be spent over the following year. | | | | |
| ***Desired outcome:*** | ***Rationale:*** | ***Action:*** | ***Costings*** | ***MONITORING/EVIDENCE OF IMPACT*** |
| **To raise attainment and progress across the school for PP children in reading, writing and maths** | Attainment and Progress by the end of both Key stages are significantly lower than that of Non-PP | Small class sizes in Key Stage 1, ensuring PP children are tracked effectively and receive high quality teaching.  (classes of approx 15 ch in Y1 and Y2)  Small class sizes in Y6 for Maths and English (Inclusion lead as additional teacher, to support with raising standards of PP and SEN children)  Develop a creative curriculum, giving children rich real-life opportunities and a purpose for their learning. (trips/resources), enabling links across the curriculum to allow children to retain information  CPD opportunities for all subject leads to ensure they are confident to lead their subject, ensuring all PP children can access the range of curriculum areas including CPD in (inclusion) for reading, phonics, maths, Science, ICT, PE  Language interventions in EYFS (Early Talk boost/Talk boost)  Training and Materials  Teaching Assistants training in supporting lower ability children (NT) Intervention training (reading, writing, maths) | NQT  £24,000  Experienced  £35,008  Inclusion lead 50%  £26,476  £30,000  £15,000  £3000  £5000 | Observations  Book look  Pupil voice  Data Analysis  Progress Reviews  CPD opportunities  PPA together in Year groups to support each other and ensure consistency  IMPACT-Term 1  IMPACT- Term 2  IMPACT –Term 3 |
| **To raise progress and attainment for the Y3 PP children who underperformed in Y2** | 7 PP children did not reach the expected standard in reading, therefore progress for these children was slow. | Additional LSA support to target these children and any other PP children falling behind  BRP intervention to improve reading | £13,000  £6 500 | IMPACT-Term 1  IMPACT- Term 2  IMPACT –Term 3 |
| **To develop reading, ensure all PP children foster a love of reading** | Data for reading across the school is  significantly below NA for PP children  Reading is not currently high profile in school, eg an unused library, reading displays limited. | Move library to become open libraries and have a KS1 and KS2 library-using older children to take responsibility of them  Ensure high quality books (buy additional)  Develop a parent loan library  Guided reading to target PP under achievers  Resources for displays promoting reading  Develop phonics teaching and learning across school and into KS2 (additional funding to supplement the hub money)  Parent workshops throughout the year | £10,000  £1000  £1000 | Pupil voice  Individual reading to English lead and SLT |
| **To improve attendance for PP children** | Attendance for PP children is lower than their Non-PP peers. | Dedicated attendance team who target families’ daily  Boost the breakfast club through additional resources and staff to improve attendance of the breakfast club | £12,000  £2,000 | Increase in statistics  Pupil voice |
| **To develop a well-being provision for PP children** | Many PP children are from deprived areas, are CIN and CP | Have access to a well-being room on a regular basis to discuss feelings and have a comfortable place to relax and feel safe  Weekly counselling sessions for pupils identified as having social or emotional needs | £5000  £4000 | Pupil voice  Positive Impact on attainment and progress outcomes  Improved behaviour |
| **To further engage parents** | Many parents of PP children tend not to engage in school life | End of term exhibitions linked to projects  Parent workshops in phonics, reading and maths  Family creative afternoons  HT have an open door policy and encourage parents into school  Family support worker employed to support families. | £8,000 | Parent voice  Improvement in standards |
| **Total Projected Spend 2019/20** | | | **£200,984** | |

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