

# Broadwood Primary School



## Pupil Premium Strategy 2021-2024

This review is supported by the course 'Making a difference for Disadvantaged Pupils', attended by the HT in Autumn 2021, led by NEAT and Newcastle LA.

# Pupil premium strategy statement

Although we originally mapped out a 3-year plan, this statement has been amended to build on the previous year and adapted to meet the needs of our current cohort of children. This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Broadwood Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Wendy Mitcheson
Pupil premium lead	Wendy Mitcheson
Governor / Trustee lead	Tracey Caffrey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,750
Recovery premium funding allocation this academic year	£14,101.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£195,851.25

# Part A: Pupil premium strategy plan

## Statement of intent

**All** children deserve the very best education!

It is extremely important to us that:

- Every child feels safe, happy and valued in school
- Every child is supported effectively to overcome any barriers to learning enabling them to achieve maximum success across all curriculum areas.
- Every child is fully prepared for the next chapter of their school life
- Every child can positively manage challenging situations.

Therefore, we will set out a strategy which will support disadvantaged children to achieve these goals. We appreciate children face many challenges and it is our responsibility to fully know our children and understand their individual needs, both emotionally and academically.

Relationships, quality first teaching, interventions and the wider curriculum will all be considered within our strategy. As a starting point, we have focused on the context of our school and the challenges many of our children face, rooted in robust diagnostic assessments (not assumptions) about the impact of disadvantaged children.

We will ensure:

- We adopt a whole school approach in supporting and having high expectations of all of our disadvantaged children.
- Teaching is to a very high standard and teachers consider individual needs when planning.
- Additional needs/gaps in learning are identified and quality interventions are put in place.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Context of Deprivation:</b> Limited life and cultural experiences for many of our disadvantaged children restricts understanding of many of the curriculum areas.
2	<b>Attainment Gaps:</b> Data and informal assessments demonstrate that our disadvantaged children generally attain lower academically than those of their peers. This is evidenced on entry to school life.
3	<b>Underdeveloped Language and Communication skills:</b> Through observation, conversation and assessment, it is evident that many of our children have underdeveloped language skills and vocabulary, especially on entry to school.
4	<b>Attendance:</b>

	Attendance for PP children has historically been lower than that of their peers. During the last academic year, our actions demonstrated positive impact and our attendance for PP children was almost in line with their non-PP peers. However, this is an area we have to consistently target to ensure all children attend school when they are well.
5	<p><b>Social care needs:</b></p> <p>Through assessments, discussions with high schools regarding children who have recently left us, discussions with parents, teachers and children, we have identified social and emotional challenges which are affecting individual children's ability to effectively learn, be resilient, be confident and cope well in challenging situations.</p> <p>Some of these children are also subject to Children in Need or Child Protection Plans.</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
1. All children can access a broad and balanced curriculum and have access to high quality teaching and learning	<p>*Disadvantaged children can make sense of what they are learning and articulate their learning across all curriculum areas.</p> <p>*Progress across the curriculum is good or better for disadvantaged children.</p> <p>*Increased % for disadvantaged children in meeting national expectations at the end of EYFS, Phonics, KS1 and KS2.</p>
2. Children become fluent readers and foster a love of reading	<p>*Children read fluently, talk enthusiastically about what they have read and can make sense of what they have read.</p> <p>*Phonics outcomes are very good for disadvantaged children and books are matched to their phonics ability in KS1.</p> <p>*Children in KS2 are accessing phonics interventions if required and good progress is demonstrated.</p> <p>*Children achieve national standards in reading, in line with their non-disadvantaged peers.</p>
3. A significant improvement in language and communication skills	<p>*All children can communicate effectively at an age appropriate level and understand a wealth of vocabulary relevant to their learning.</p>
4. Attendance for disadvantaged children is in line or better than National statistics	<p>*Disadvantaged children improve their attendance so that their attendance is in line with non-disadvantaged children nationally.</p> <p>*Persistent Absentees continues to decrease.</p> <p>*Parental engagement increases to raise the profile of the importance of education.</p>
5. Children are safe, happy, healthy (both physically and mentally) to enable them to become confident learners. They develop positive relationships and learn to	<p>*Progress is good or better across the curriculum for all disadvantaged children.</p> <p>*Disadvantaged children fully engage in school life and become happy, confident and independent learners.</p>

manage their emotions to help them overcome challenging situations.	
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## 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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b></p> <p>Develop subject knowledge and pedagogy (walk thrus, high quality professional development programme, networking)</p> <p>Subject leads to attend Local Authority Networks, training opportunities and release time to work alongside external support</p> <p>To release subject leads to monitor and plan for leading their subject area and provide training for other staff</p> <p>Bespoke support for technology, maths etc in specific year groups</p> <p>Teachers to deploy teaching assistants effectively to ensure maximum impact of outcomes</p> <p>All Learning Support Assistants to attend weekly staff training sessions</p>	<p>“Great teaching is the most important lever schools have to improve pupil attainment.”</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1,2,3

<p><b>Oracy</b></p> <p>Voice 21- classroom practice Year 1 (3 year programme)</p> <p>Embedding dialogic activities across the curriculum will support children to articulate key ideas, consolidate understanding and extend vocabulary</p>	<p>Waldfoegel and Washbook identified, when it comes to vocabulary at age five: There is a 27% gap between the lowest quintile and the highest.</p> <p>‘Oral language, in particular, is a key indicator for future success’ (Addressing Individual Disadvantage’ Marc Rowland)</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.’</p> <p>Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impact on reading.</p>	1,2,3
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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
<p>Ensure the teaching and learning of <b>PSHE</b> from Nursery to Year 6 is high profile and high quality</p> <p>To invest in experienced and trained providers to carry out relevant workshops appropriate to our school context (Milkfluencers, Clennel etc) to support children in keeping themselves safe</p>	<p>Research shows when carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already">https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already</a></p> <p>To use diagnostic assessments to inform strengths and individual/group/class needs.</p>	2,4,5
<p>Children read fluently and foster a love of <b>reading</b>.</p> <p>Effective phonics teaching</p> <p>High quality reading texts across the curriculum</p> <p>Reading Plus</p> <p>Author visits</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Therefore, we will ensure consistency and high-quality teaching of phonics across school (Including KS2) based on robust assessments.</p> <p>Ensure explicit teaching of reading using high quality texts</p> <p>Reading Plus – Ensure assessments inform teaching points for individual children.</p>	2,3
<p>Experienced staffing with Language and Communication and Personal and Social Development a priority in Early Years enabling an increase of quality interactions and appropriate interventions.</p>	<p>Word gaps are particularly pronounced in younger age groups.</p> <p>Early language acquisition impacts on all aspects of young children’s non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically and to learn to read and write. (Addressing educational disadvantage – Marc Rowland)</p>	

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide specific targeted support to many disadvantaged children across school (Phonics, BU project, Play therapist, Draw and Talk etc)</p> <p>To ensure there are opportunities to train teaching assistants in delivering interventions.</p>	<p>We appreciate that targeted interventions have the greatest positive impact if the teaching assistant is trained to deliver.</p> <p>We also recognise deploying teaching assistants in classrooms does not necessarily ensure positive outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2,3,5
<p>Targeted 1:1 support for Early Language development (Early Talk Boost)</p> <p>Enhance the Early Years environment to ensure a language rich environment.</p> <p>Staff to have further training in language development</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,5
<p>To develop an inclusion team to ensure needs are identified early, effective communication with parents and high-quality interventions are in place</p> <p>(Addition support for family support worker, academic mentoring)</p>	<p>'Evidence consistently shows the positive impact that targeted academic support can have, including for those not making good progress across the spectrum of achievement.'</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure attendance increases, especially for disadvantaged children Family support worker/attendance officer employed. Robust systems in place to address poor attendance.	There is a clear link between poor attendance and lower academic achievement (DFE)	4
Increase parental engagement Parent workshops Heighten communication with parents by texting parents with success stories e.g. star of the week, good attendance etc! Weekly newsletters	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2,3,4,5
Continue to develop Outdoor Play and Learning to improve physical and PSHE development	Social and emotional skills are essential for children's development – they support effective learning and are linked to positive outcomes in later life. An outdoor area which promotes, resilience, physical development etc will support children in developing these skills. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	3,5
After school clubs/coaches/enrichment opportunities linked to curriculum Bespoke financial support eg, bus fares, pick up/drop off, food banks, educational visits, residential.	We provide a range of clubs, free of charge to enable disadvantaged children to attend. This is important for them to develop a range of skills, socially, emotionally and physically. It also gives them the opportunities to experience new activities.	1,3,5

**Total budgeted cost: £196,000**

## 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 2022

- Attendance for 21/22 for disadvantaged children is in line with our non-disadvantaged children (Diff -0.1%)
- Strong pupil voice across the year demonstrates children have a good understanding of how to keep themselves safe, their enjoyment of school and many can talk confidently about their learning. (External reports)
- Together with your leaders of English and mathematics, you have strengthened the curriculum for mathematics, reading, phonics, writing and spelling. Leaders are supported through the local English and mathematics hubs. Leaders share a clear line of sight on the knowledge they want pupils to learn term on term, in every group. Teachers say that you have involved them in training and changes to the subjects. They embraced the training and feel better equipped to teach these subjects. (HMI 2021)
- Pupils' reading books match their reading abilities. This supports pupils in the earliest stages of reading to be confident readers. This includes pupils with SEND, those who are disadvantaged and pupils who speak English as an additional language. (HMI May 2021)
- Many interventions were carried out and bespoke to children eg. Early Talk Boost, BU project, Play therapy, Phonics etc which resulted in positive outcomes.
- A broad, balanced and ambitious curriculum is now in place and continues to be developed.
- Learning Support Assistants effectively used to support teaching and learning "The Teacher and TA worked highly effectively with groups demonstrating and modelling the use of very good language and high expectations of behavior" and "There is a clear investment of staffing in Year 2. TA and teachers are very confident in their pedagogical approach and challenged children to have different approaches to how to solve the problem and agree or disagree with each other such as 'Count up to 70 or Count back from 100'. Very secure teaching encouraged rapid responses from the children." SIP report September 22 (GWC visit) "Across all year groups the Teaching Assistant team are providing highly effective support for pupils with reading and wider learning".
- Subject leads continue to attend high quality training and lead subjects with more confidence.
- PSHE is now taught as a stand-alone subject. Pupil voice during a Local Authority safeguarding mini review was extremely strong, children were able to discuss in length and depth topics they had been taught.

- Achieved the Inclusion Quality Mark “At Broadwood Primary School, there is a genuine, unwavering commitment to inclusive practice which informs all systems and approaches. The Headteacher will accept and welcome all children into the school, regardless of need or background. The Leadership Team are deeply passionate about, and committed to, the inclusion agenda. They want to make a difference to all the children and improve their life chances.”
- We have continued to offer bespoke support to families with bus fares, food, school trips, morning pick-ups etc.
- Making a difference – parental feedback extremely positive.
- Transitions smooth due to staff’s excellent knowledge of children.
- Outdoor play and learning continue to be a priority and develop. Children’s voices reflect the rich outdoor learning experiences. “I now love to play outside as we have so much to choose from”.
- Individual case studies show children are in a better position to learn after having received high quality intervention such as the BU project, Zones of Regulation, Zone West Interventions etc.

## 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
Reading Plus	Dreambox learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*