



## **Broadwood Primary School**

### **PUPIL PREMIUM: 2020/21**

### **IMPACT, ACTION AND SPENDING PLAN**

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:*



**Broadwood Primary School**  
**PUPIL PREMIUM: 2020/21**  
**IMPACT, ACTION AND SPENDING PLAN**

**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 2020/21 financial year is £191,955. 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). This currently equates to 59% 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. Due to Covid 19 and children having a 6 - month absence from school, we expect the attainment gap to be wider than normal.

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:** 24 % of PP children are EAL and 20% 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:** Deprivation can significantly impact on children's emotional well - being and affect their ability to learn effectively. Some of our children are also subject to Child in Need or Child Protection Plans.

**Impact for year 2019-20**

**Outcomes -**

Teacher Assessments - These teacher assessments are based on children's learning journey until March 2020 and their teacher predicted outcome at the end of the year.

Reading – Reading Attainment and Progress are very strong across school as a result of Phonics and Reading being high priority.

EYFS 54% Y2 72% Y6 – 70%

Y6 Teacher Assessments – R 70% W 65% M 75% RWM 60% which is a significant improvement from the previous year.

**Self-review**

Phonics and Reading across the school were given high priority and we were beginning to see positive outcomes. (LA review, Literacy Hub, Analysis of data, Children reading/discussing reading to SLT) Progress across the school for PP children in reading was strong and more children were talking more enthusiastically about books. We must continue to focus on the lower 20% of each cohort.

Attendance remained a huge challenge for us and although we had many measures in place to try and improve attendance, we did not achieve our desired outcome. We will reflect on and decide the best measures for next year in challenging and unprecedented times.



**Broadwood Primary School**  
**PUPIL PREMIUM: 2020/21**  
**IMPACT, ACTION AND SPENDING PLAN**

<i>Desired outcome:</i>	<i>Rationale:</i>	<i>Action:</i>	<i>Costings</i>	<i>MONITORING/EVIDENCE OF IMPACT</i>
<p><b>Raise attainment and progress across all curriculum areas for PP children, with a key focus of reading, writing and mathematics.</b></p>	<p>Attainment and Progress by the end of both Key stages were significantly lower than that of Non-PP at the end of 2018-2019</p>	<p>Mentor (GWC) for HT focus- raising attainment for all.</p>	£3,000	<p>Observations            Book look            Pupil voice            Data Analysis            Progress Reviews            CPD opportunities            PPA together in Year groups to support each other and ensure consistency</p>
	<p>Although last year, the gap closed (TA judgements), these desired outcomes will remain a priority,</p>	<p>Continue to develop a creative and progressive curriculum, giving children rich real-life opportunities and a purpose for their learning, including trips/resources, enabling links across the curriculum to allow children to retain information</p>	£4, 000	
		<p>Most classes will have their own Learning Support Assistant to ensure consistency for children and their learning. Appropriate interventions will be able to be carried out. (This is a change as to how the LSA's have worked in the school, therefore we need to appoint 2 additional LSA's.)</p>	£36, 000	
		<p>Learning Support Assistants training in supporting lower ability children (NT) Intervention training (reading, writing, maths)            Language interventions in EYFS (Early Talk boost/Talk boost)            BRP intervention and Catch up Reading intervention</p>	£10,000	
		<p>Small class sizes in Y6 for Maths and English (Inclusion lead as additional teacher, to support with raising standards of PP and SEN children)</p>	Inclusion lead 50% £26,476	
	<p>EEF guidance states:             Teachers need support and time to learn to use new technology effectively. This</p>	<p>CPD opportunities for all leaders to ensure staff have the essential skills to lead to have impact, which will enable all PP children to access the full range of curriculum.            Staff CPD on the use of technology (LDickinson) to enable the continuity of teaching and learning from school to home and vice</p>	£15,000	



**Broadwood Primary School**  
**PUPIL PREMIUM: 2020/21**  
**IMPACT, ACTION AND SPENDING PLAN**

<p><b>Children have the opportunity to continue high quality at home (Homework and possible 'Lockdown')</b></p>	<p>involves more than just learning how to use the hardware or software; training should also support teachers to understand how it can be used for learning.</p>	<p>versa (especially for homework and in the possibility of another Lockdown situation)            Invest in 20 tablets and 15 ipads which can be used for homework or in the event of a lockdown to allow children to continue their learning.</p>	<p>£10,000</p>	
<p><b>Raise attainment and progress in the Early Years provision</b></p>	<p>The EYFS provision needs improving to ensure opportunities of high quality assessment, teaching and learning.</p> <p>EEF guidance states High quality provision with well-qualified and well-trained staff is essential.</p>	<p>Create an EYFS unit bringing Nursery and Reception children together to share expertise and resources, expertise of both children and EYFS practice.</p> <p>Outdoor provision resources to improve standards of learning in the outdoors</p>	<p>£10, 000</p>	<p>Observations            Pupil Voice            Data Outcomes</p>
<p><b>To develop reading, ensure all PP children foster a love of reading</b></p>	<p>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.</p>	<p>Create open libraries and have a KS1 and KS2 library-using older children to take responsibility of them            Ensure high quality books (buy additional)            Guided reading sessions to target PP under achievers            Resources for displays promoting reading            Develop phonics teaching into KS2            Parent workshops throughout the year</p>	<p>£17,000</p>	<p>Pupil voice            Individual reading to English lead and SLT            Data outcomes</p>



**Broadwood Primary School**  
**PUPIL PREMIUM: 2020/21**  
**IMPACT, ACTION AND SPENDING PLAN**

<p><b>PP children to develop life-long learning skills which will act as a foundation to enable them to have a successful secondary education and future career</b></p>	<p>Many of our PP children are from deprivation and do not have positive role models or aspirations.</p>	<p>Staff research into pedagogy, the curriculum and deeper thinking skills (CPD opportunities, high quality books for staff bought in, shared and discussed, appoint a lead of the curriculum. This will lead to an ethos in school that enables pupils to develop and use a range of essential skills that will enable them to be successful learners and positive role models</p>	<p>£5, 000</p>	<p>Pupil voice Staff voice Observations Data outcomes</p>
<p><b>FSM6 children with SEND will make expected progress by the end of the year.</b></p>	<p>20% of our children who are PP are also SEND</p> <p>EEF guidance states: It is particularly important to encourage lower achieving pupils to talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p>	<p>The teaching of phonics and reading will continue to be a high priority. Training of staff and additional LSA's to deliver phonics to small groups will be used. PP and SEND children will have additional booster sessions. Phonics tracking will be embedded across school and gaps will be secured in these sessions. High quality texts will be bought in and made available. Play therapy will be introduced and delivered to this group of children. Opportunities for working in small groups collaboratively – the yurt will be available for small groups of children.</p>	<p>£5,000</p>	<p>SLT reading with children Data outcomes Pupil Voice Staff coice</p>
<p><b>To improve attendance for PP children</b></p>	<p>Attendance for PP children is lower than their Non-PP peers.</p>	<p>Dedicated attendance team who target families' daily.</p> <p>Boost the breakfast club through additional resources and staff to improve attendance of the breakfast club</p>	<p>£12,000  £4,000</p>	<p>Increase in statistics Pupil voice Staff voice</p>
<p><b>To develop a well-being provision for PP children</b></p>	<p>Many PP children are from deprived areas, are CIN and CP</p> <p>EEF guidance states: Social and Emotional Learning interventions have an identifiable and valuable</p>	<p>Due to losing our well-being space, we will invest in a Yurt which will become the 'Nurture Yurt' which will be used for Well-being of children and their families. Many children will have regular access to sessions in the Yurt as a non-classroom environment. 'Play therapy' – 2 staff to deliver Play Therapy sessions LSA's to deliver 'nurture' support.</p>	<p>£25, 000</p>	<p>Pupil voice Positive Impact on attainment and progress outcomes Improved behaviour</p>



**Broadwood Primary School**  
**PUPIL PREMIUM: 2020/21**  
**IMPACT, ACTION AND SPENDING PLAN**

	impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.			
<b>To further engage parents</b>	Many parents of PP children do not to engage in school life.	End of term exhibitions linked to projects/Virtual Parent workshops in phonics, reading and maths -Virtual Family creative afternoons (Summer Term) HT have an open door policy and encourage parents into school Family support worker employed to support families.	£10,000	Parent voice Improvement in standards
<b>Total Projected Spend 2020/21</b>			<b>£192,476</b>	

**Impact July 2021**

- *Attendance for 20/21 for disadvantaged children is almost in line with non-disadvantaged children (Diff -0.5%)*
- *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 pupil 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, Phonics etc*
- *Phonics data show most children across school making very good progress.*
- *The Early Years Foundation Stage unit (both indoors and outdoors) has been developed and children are thriving. Excellent collaboration between staff (daily morning meetings). Extremely positive feedback from external visitors.*
- *Open libraries have been created and there is a strong emphasis on promoting readers across school. We have invested in Reading Plus which has also had very positive impact on reading.*
- *Play therapy and Zone West used the Yurt being to promote well-being.*



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