

# Pupil premium strategy statement - Broadway First School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Broadway First School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 - 2025/26
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	L. Poultney (Head)
Pupil premium lead	L. Poultney
Governor / Trustee lead	A. Stutely

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,445
Recovery premium funding allocation this academic year	£3,726
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	£43,171

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Grant (PPG) is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Schools receive funding for children registered for free school meals (FSM) at any point during the last 6 years. The proportion of pupils in this group at Broadway First School tends to average 26% based over the last three years but has increased to 32% for the 2022/23 academic year. This is above the national average figure of 20.8%. It is Broadway First School's intention to use the grant to support children in these groups whilst seeking to use some strategies that benefit all pupils across the school.

Broadway First School believe that all children regardless of their background or the barriers they face, make good progress to achieve well in all areas. The school's aim is to close any existing achievement gaps between disadvantaged children and their peers. It is recognised that not all disadvantaged pupils will have lower attainment than their peers and in such cases, the school will seek to use funds to ensure all pupils reach their full potential.

The key principles for allocating funds are as follows:

1. Providing excellent teaching for all pupils by allocating funds for high quality and relevant training, and CPD.
2. Identifying the needs of individual pupils so that targeted support can be implemented to close academic gaps and aid progress from relative starting points.
3. Supporting the social and emotional needs of identified individuals to improve their readiness for learning.
4. Ensure that pupil premium pupils are not disadvantaged from participating in enrichment opportunities and the wider curriculum.

The Pupil Premium plan will span three years. Reviews will take place each summer to track progress against targets and ensure amendments are made to promote effectiveness of strategies.

## Challenges

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

Challenge number	Detail of challenge
1	On entry assessments show an increasing number of children starting early years with speech and language deficiencies. These gaps are particularly prevalent in disadvantaged children and impact Literacy and Communication & Language outcomes. Baseline assessment of the 2022-23 Reception cohort showed that 55% of children did not meet the age related standard in the Wellcomm assessment.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	<p>Assessment data shows that some disadvantaged children arrive at school with lower skills in reading, writing and maths.</p> <p>On entry to Reception class in the last 3 years shows between:</p> <p>Reading: 0 - 66% of disadvantaged pupils arrive below age-related expectations compared with 10 – 37% of other pupils.</p> <p>Writing: 0 - 66% of disadvantaged pupils arrive below age-related expectations compared with 30 – 50% of other pupils.</p> <p>Maths: 0 - 50% of disadvantaged pupils arrive below age-related expectations compared with 20 – 33% of other pupils.</p> <p>Tracking shows that for some pupils, this gap remains steady throughout KS1 and 2.</p>
4	Through using Thrive diagnostic assessments and observations there are indications that the wellbeing of many of our disadvantaged pupils have been impacted by Covid lockdowns and Covid related absences to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in problems for some disadvantaged children in terms of relationships and their readiness to learn. During the 2021-22 academic year, 15 children, of which 9 are disadvantaged, received support for social and emotional needs.
5	Disadvantaged children have less access to enrichment activities in comparison to peers. This has been further exacerbated by Covid.
6	Attendance following the Covid pandemic has dropped slightly due to increased absence for illness and requests for unauthorised term time holidays. Whilst there is little difference between disadvantaged attendance figures and their peers, an increase on the 94.3% attendance rate for 20121/22 is

required to ensure individuals are not negatively impacted. Two-year average attendance for period 2020-21 and 2021-22 showed disadvantaged children's attendance at 94.77% and non-disadvantaged pupil attendance at 95.13%.
---

## 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 speech and language skills including vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved speech and language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonic skills and reading attainment among disadvantaged pupils.	At least 75% of disadvantaged pupils to meet Year 1 phonic screening standard.  KS1 reading outcomes in 2025/26 show that at least 75% of disadvantaged pupils meet the expected standard.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	KS1 reading, writing and maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils meet the expected combined standard for reading, writing and maths. (Pre-pandemic national average 65%).  Progress measures are maintained throughout Years 3 to 5. Where children have not met the required standard, there is evidence that progress is being made at a pace that shows gaps closing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a reduction in behaviours affecting readiness to learn and social &amp; emotional related incidents.</li> </ul>

To achieve and sustain the offer of enrichment activities, particularly our disadvantaged pupils.	By 2025/26 there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Full access to the school's broad and balanced curriculum will provide opportunity to increase cultural capital and widen life experiences.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By 2025/26, sustained high attendance will be evidenced by: <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils below the national average for primary settings.</li> <li>• The percentage of pupils who are persistently absent for all pupils below the national average for primary settings.</li> </ul>

## 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: £4725.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted staff to continue training in WellComm resources to support EYFS & KS1 assessments.	Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.  <a href="#">EEF KS1 Literacy Guidance</a>  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

<p>Purchase package to provide support for English leader and other staff to sustain the development of school's Read Write Inc phonic provision.</p>	<p>Effectively implement a systematic phonics programme</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p><a href="#">EEF KS1 Literacy Guidance</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Provide training to support whole class guided reading using Reading Gems.</p>	<p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</p> <p><a href="#">EEF KS1 Literacy Guidance</a></p> <p><a href="#">Reading Comprehension   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>
<p>Purchase access to mastery maths video bank to support teaching strategies to support the mastery maths curriculum.</p>	<p>The Pupil Premium Strategy guidance promotes staff CPD as a major factor in contributing to high quality teaching and pupil outcomes.</p>	<p>3</p>
<p>To support the English leader in developing their understanding of the subject area, reviewing writing provision and sharing best practice with class based staff.</p>	<p>Post-Covid results show that writing has been greatly affected by the events of the last two years. This has been evidenced by national statutory assessments and data.</p> <p><a href="#">EEF – Improving Literacy in KS1</a></p> <p><a href="#">EEF – Improving Literacy in KS2</a></p>	<p>3</p>
<p>E-Safety Training to support Relationships and Health Education.</p>	<p>An effective E-Safety curriculum will support Social and Emotional learning. Our E-Safety and SMSC curriculums will ensure pupils develop the abilities of self-management, social awareness, relationship skills and responsible decision making.</p>	<p>5</p>

	<p><a href="#">EEF – Improving Social and Emotional Learning</a></p> <p>Training in this area will raise awareness and amongst staff of barriers and issues derived from children accessing technology. A planned and effective delivery to children will enable them to build the skills needed to navigate the online world safely. The lead of this area will have access to audit tools to continue to support and monitor this area.</p>	
--	---	--

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

Budgeted cost: £21,922.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Speech and Language Outreach package. Professional support weekly to attend school and target identified pupils.</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p><a href="#">EEF KS1 Literacy Guidance</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Fund teaching assistant time to target specific pupil interventions in order to close identified gaps in phonics, reading, writing and maths.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><a href="#">Teaching Assistants Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>

<p>To deploy a dedicated staff member to provide focussed tutoring and intervention for pupils most impacted by the pandemic. A significant proportion of pupils will be disadvantaged.</p>	<p>Evidence shows that small group tuition including one to one support can be effective. As a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="#">Small Group Tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3</p>
---	--	------------

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

Budgeted cost: £16,522.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund support for a trained practitioner to support pupils identified as having social and emotional needs through the Thrive programme.</p> <p>£8022.75 (Helen)</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>To allow full access to wider curriculum enrichment opportunities.</p>	<p>Enrichment approaches are diverse and may focus on parents and families, out-of-school interventions or extra-curricular activities involving peers or mentors. When implementing</p>	<p>5</p>

£4000	<p>interventions, schools might consider including:</p> <ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills, and characteristics required to achieve future goals.</li> <li>• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</li> <li>• Opportunities for pupils to encounter new experiences and settings.</li> <li>• Additional academic support.</li> </ul>	
<p>To provide access to before and after school clubs to support social and emotional needs.</p> <p>£4000</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and allocating staff to improve attendance.</p> <p>£500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

**Total budgeted cost: £43,171**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

During 2021/22, internal and statutory assessments showed that the attainment of disadvantaged pupils was variable. For example, performance of disadvantaged children in Year 1 and Year 3 exceeds non-disadvantaged peers. Disadvantaged children working below the age-related expectations is most noticeable in Years 2 and 4. These year groups also have large proportions of children working with additional needs (Y2 24% & Y4 29%). However, when looking at Year 2 SATs data for disadvantaged children without a special educational need, children compare favourably to non-disadvantaged peers. Reading 67%, Writing 67%, Maths 100% for the three pupils in this category.

Covid-19 has significantly impacted the education system and this has affected schools and pupils in different ways. For example, Year 2 had not experienced a normal year since starting school in Reception and have been greatly affected. Significant absence in the spring term for staff and pupils across school meant that not all strategies were implemented consistently. Those pupils absent from school due to Covid-19 were provided with remote learning opportunities using the Oak Academy resources where appropriate to supplement the school's own curriculum. Some significant staffing difficulties experienced during the year also affected consistency and the ability to provide CPD and benefit from its full impact.

Speech and Language support was effective. Swift identification and setting of targets maximised effectiveness. This saw the caseload reduce over the year and increased engagement with parents.

Phonic provision has improved steadily since the introduction of Read Write Inc. This resulted in the school achieving 80% in the December 2021 screening and 83% in the June 2022 screening. All disadvantaged children in Year 1 passed the June screening.

A number of children have experienced social and emotional issues following the pandemic. The use of a skilled and trained Thrive practitioner enables staff to identify specific areas of need and to plan strategies to address these gaps. Support in this area will be continued moving forward.

The school provided additional tuition using the NTP in maths, provided by Third Space Learning. Evidence from these sessions suggest that the majority of pupils were able to consolidate existing knowledge as well as acquiring new skills. The school also trained a staff member to provide School Led Tutoring in reading and writing.

Recovery Premium allocated for the 2021-22 year was £3335. This was used as follows:-

- 1) To pay for Third Space Learning to provide remote 1:1 maths tuition to targeted pupils. Cost £2596
- 2) TA support and supervision for Third Space Learning sessions. Cost £416.91
- 3) Staff costs to subsidise School Led Tutoring to identified pupils as part of after school sessions.

It should be noted that guidance on how this grant can be spent has altered for the 2022-23 academic year and it can no longer be used to supplement the National Tutoring Programme.

More detail can be seen in the Review of Pupil Premium 2021-22 on request.

## Externally provided programmes

Programme	Provider
Speech and Language Therapy	NHS Hereford and Worcestershire
Third Space Maths Tuition (NTP)	Third Space Learning

## Service pupil premium funding (optional)

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

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around providing challenge through questioning.
- Participating in GLOW Maths Hub 'Mastery Readiness' programme.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we have considered why activity undertaken in previous years had not had the degree of impact that we had expected.

School has consulted EEF documentation to aid in choosing strategies that have the potential to make effective impact on disadvantaged pupils whilst benefiting other pupil within school. These documents will continue to assist the implementation of the school's chosen strategies.

School has endeavoured to triangulate the Pupil Premium Strategy with the School Development Plan and individual subject action plans to maximise the evaluation process and potential for maximum impact during our three-year approach.