

# Pupil premium strategy statement – Broomhill Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Broomhill Infant School Sheffield
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	15/108 = 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2 years 2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	J Barnes, Headteacher
Pupil premium lead	J Barnes, Headteacher
Governor lead	C Steenbrugge, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,200 + £5,140 (CLA)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£ 27,430</b>

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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# Part A: Pupil premium strategy plan

## Statement of intent

This strategy is part of our School Culture and weaves into our School Improvement Plan.

Here at Broomhill Infant School, we are a family. We all look after each other and we encourage the pupils to dream big dreams. We listen to our pupils and provide extra-curricular activities and enrichment opportunities which help cement their learning and helps them to fulfil their dreams and ambitions. We value the relationships we have with all stakeholders.

We are ambitious for ALL pupils, including SEND and our disadvantaged pupils, to achieve in line with their peers; both academically and also in their personal development so that each and every child becomes personally, emotionally, socially and physically effective to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed choices and decisions throughout their lives. We prepare our children for later life by linking our curriculum to careers, and exploring these careers with them. Our intention is that pupils make good or better progress, achieve high attainment across all subject areas and that they can recall and articulate their learning. In short, our aim is that pupils can do more, know more and can remember more and are ready for life outside of school.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the gap for the disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

To ensure that the approaches we have adopted are effective we will:

- Ensure disadvantaged pupils' (and all pupils) are challenged by using Higher Order Thinking skills to formulate questions which will deepen and broaden pupils' knowledge and understanding.
- Ensure that disadvantaged pupils' (and all pupils) needs are met.
- Adapt the environment to ensure that all pupils get the curriculum offer they deserve.
- Act early and intervene at the point the need is identified.
- Make inclusivity part of our culture.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' (and all pupils') outcomes and raise expectations of what they can achieve (growth mindset).

- Improve the attainment of our vulnerable children and review these children at half-termly pupil progress meetings.
- Provide quality CPD for all teaching staff to maintain exceptional teaching.
- Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, for example school visits, wrap around care (breakfast club and after school club).
- Work closely with our parents.

## Challenges

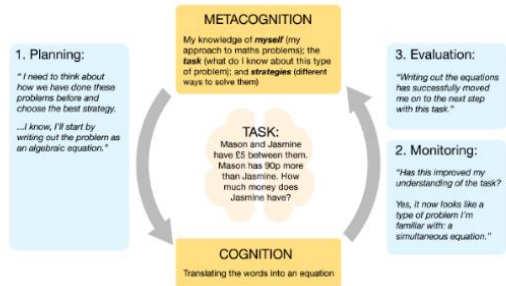
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A lack of resources means that many of our families cannot give their children the enrichment opportunities they deserve and need.
2	The long-term impact of Covid means that many of our children still have social, emotional and self-regulation issues that will affect their ability to be a well-rounded citizen and to live a fulfilled life in the future. This also impacts on their attainment.
3	Narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
4	Build up resilience and perseverance amongst the pupils.
5	High mobility and EAL. Approximately 63% of our pupils arrive at Broomhill with little or no English.
6	To improve attendance, particularly our persistent absence and children who are consistently late. This impacts on their attainment.
7	To ensure that live marking is effective in that the children receive feedback at the point of learning and that work is edited within the lesson and mistakes not repeated.
8	To have consistency in the retention of key knowledge across all subjects.
9	As a school, we are receiving more children with high needs year on year.

## 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
To provide and maintain an exceptional quality of education and to increase the attainment of disadvantaged pupils across all year groups and thereby narrow the gap between the disadvantaged and others.	<p>Quality First Teaching enables all PP children to make at least good progress from their individual starting point.</p> <p>Accurate assessment and triangulation of data will lead to targeted interventions as discussed at Pupil Progress Meetings half-termly.</p> <p>Targeted interventions for both academic and personal and social will support positive progress and wellbeing for all pupils.</p> <p>The learning environment is appropriately designed to support learners to develop independence. Learning is planned to enable all children to make good progress with appropriate scaffolding and challenge to meet needs.</p> <p>Live marking and immediate feedback in the lesson, is used effectively to support progress (oral and written). Meta-cognition strategies which get pupils to think about their own learning is valued.</p> <p>Forest School and assemblies continue to be an integral part of our curriculum offer.</p> <p>All staff have high expectations of every child. Attainment outcomes in 2025/2026 will show that an increased percentage of disadvantaged pupils met the expected standard. Zimmerman states that a successful self-regulated learner is:</p> <p><i>A learner who is proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals</i></p>

	<p><i>and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'</i></p> <p>Data will show the attainment gap closing.</p>
<p>Improving social and emotional mental health for all pupils, particularly our disadvantaged pupils.</p>	<p>Observations and behaviour across school will indicate significantly improved social and emotional mental health amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, sharing and turn-taking, confidence, book scrutiny, chatting with pupils and ongoing formative assessment. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p> <p>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</p> <p><small>To use an example to make the cycle more concrete, imagine a learner, John, is set a maths question to answer:</small></p>  <p>Outcomes will improve as a result.</p>
<p>To sustain exceptional opportunities that will give the pupils the best chance of becoming a well-rounded citizen.</p>	<p>More of our disadvantaged children will take up the offer of in-school extra-curricular activities to enrich their lives and are encouraged to take part e.g.</p>

	<p>sport, live music, playing an instrument, residential, etc</p> <p>More of our disadvantaged children will take up the offer of wrap around care to support their families.</p> <p>Children's interests will be harvested in the pupil questionnaires and fed back in to extra-curricular activities.</p> <p>All disadvantaged children are supported to attend trips and visits which enrich the school curriculum and add to their cultural capital and overall school life.</p>
Building up resilience and encouraging perseverance within our pupils.	<p>Staff will help to build positive relationships and connectedness.</p> <p>Staff will enable pupils to engage with emotional regulation strategies.</p> <p>The importance of health and well-being will be taught.</p> <p>Problem-solving skills will be developed.</p> <p>A culture of growth mind set is encouraged.</p> <p>Gratitude will be modelled.</p>
Increase the support for our EAL pupils so that they can make accelerated progress.	<p>Provide CPD for staff around EAL.</p> <p>Work closely with the EAL New Arrivals Team.</p> <p>Have two EAL Champions (one teacher and one TA to disseminate training).</p> <p>Promote our multi-lingual school as something to be celebrated as opposed to thinking of it as a barrier.</p> <p>We use Clicker to support our SEN pupils and Widget to support with both SEN and EAL pupils.</p>

<p>For the attendance to increase to 95% and subsequently to meet the national average (96%).</p> <p>Also, to decrease the persistent absence still further.</p>	<p>Attendance will be monitored rigorously, with weekly monitoring meetings.</p> <p>Attendance remains everyone's responsibility.</p> <p>Admin staff to follow procedures in the first instance and call on the first day of absence, following up on the third day.</p> <p>Teaching staff will keep the headteacher and office admin staff informed if a pupil has been absent for more than 3 days.</p> <p>Pupil voice continues to be captured via the register upon return to school from a period of absence.</p> <p>The headteacher will conduct a home visit if absence raises concerns around a pupil.</p> <p>Patterns in attendance will be analysed and actions put in place to help attendance improve.</p> <p>Our Broomhill ambassadors continue in their pastoral role and promote the pupil voice.</p> <p>Families will be praised for any improvement in attendance, no matter how small and support will be offered to help the family improve still further.</p> <p>To ensure that there is open communication as well as a supportive approach to improving attendance. Expectations will be raised.</p> <p>The Headteacher will continue to have half-termly meetings with the LA Attendance Officer and attend network meetings.</p>
<p>Consistency in the retention of key knowledge across all subjects.</p>	<p>SLT will work on strategies to improve retention and recall across every subject.</p>



	<p>Pupils will be consistent in remembering the learning that has been taught across every subject.</p> <p>A visit for our school improvement partner will evidence furtherance in this area for improvement.</p>
To ensure a high-quality offer for our high needs and disadvantaged pupils.	<p>Pupils in The Burton Hub will have an enhanced curriculum offer and will have a qualified teacher to do their learning with them to ensure Quality First Teaching.</p> <p>Pupils in The Burton Hub will be taught phonics every day.</p> <p>Pupils in The Burton Hub will re-integrate with their peers every afternoon for social interaction and well-being.</p> <p>Disadvantaged pupils' outcomes will be scrutinised in Pupil Premium meetings with teachers half-termly and the gap will close between their outcomes and others.</p>


## 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: £11,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths	<p>To continue to make exceptional progress in maths.</p> <p>To continue to teach at the point of need.</p>	2, 3, 4, 5, 6, 7, 8,9

English	<p>To make the best possible progress in writing.</p> <p>Continue with a rigorous and consistent approach to handwriting.</p> <p>To meet with and speak to other writing leads to ascertain how writing has been stripped back and what this looks like across school.</p> <p>To ensure a consistent approach to spelling across KS1.</p> <p>All staff to foster high expectations in writing.</p>	2, 3, 4, 5, 6, 7, 8, 9
Pupil Progress Meetings	<p>Two factors that have the strongest evidence to support the hypothesis that they will improve pupil attainment are:</p> <ul style="list-style-type: none"> <li>• teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</li> <li>• quality of instruction, which includes using strategies like effective questioning and the use of retention and recall strategies.</li> <li>• Pupil Progress meetings are focused on:             <ul style="list-style-type: none"> <li>• Challenging those pupils who are / could be greater depth with Bloom's higher order thinking.</li> </ul> </li> </ul> 	2, 3, 4, 5, 6, 7, 8, 9

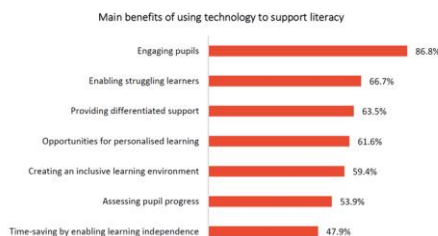
	<ul style="list-style-type: none"> <li>Targeted interventions for those pupils who could get to ARE. Specific conversations are had around the disadvantaged and how the gap will be closed.</li> </ul>	
<p>High Quality offer for ALL pupils.</p>	<div>  <p><b>SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</b> Summary of recommendations</p> </div> <div> <p><b>1</b> Create a positive and supportive environment for all pupils, without exception</p> <ul style="list-style-type: none"> <li>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and provides high standards and the fullment of potential for all pupils. Schools should:</li> <li>promote positive relationships, active engagement, and wellbeing for all pupils;</li> <li>ensure all pupils can access the best possible teaching; and</li> <li>adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.</li> </ul> </div> <div> <p><b>2</b> Build an ongoing, holistic understanding of your pupils and their needs</p> <ul style="list-style-type: none"> <li>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li> <li>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li> <li>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</li> </ul> </div> <div> <p><b>3</b> Ensure all pupils have access to high quality teaching</p> <ul style="list-style-type: none"> <li>To a great extent, good teaching for pupils with SEND is good teaching for all.</li> <li>Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.</li> <li>The research suggests a group of teaching strategies that teachers should consider embracing for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> <li>flexible grouping;</li> <li>cognitive and metacognitive strategies;</li> <li>explicit instruction;</li> <li>using technology to support pupils with SENDs; and</li> <li>scaffolding.</li> </ul> </li> </ul> </div> <div> <p><b>4</b> Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <ul style="list-style-type: none"> <li>Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li> <li>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> <li>The intensity of intervention from universal to targeted to specialist should increase with need.</li> <li>Interventions should be carefully targeted through identification and assessment of need.</li> <li>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report <i>Putting Evidence to Work: A School's Guide to Implementation</i>.</li> </ul> </div> <div> <p><b>5</b> Work effectively with teaching assistants</p> <ul style="list-style-type: none"> <li>Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> <li>TAs should supplement, not replace, teaching from the classroom teacher.</li> <li>The EEF's guidance report <i>Making Best Use of Teaching Assistants</i> provides detailed recommendations.</li> </ul> </div> <p>Report published 20th March 2020 <span style="float: right;">eef.li/send</span></p>	1,2,3,4,5,6,7,8,9
<p>CPD for trauma informed</p>	<div>  <p><b>IMPROVING BEHAVIOUR IN SCHOOLS</b> Summary of recommendations</p> </div> <div> <p>Sections are colour coded for ease of reference:</p> </div> <div> <p><b>1</b> Know and understand your pupils and their influences</p> <ul style="list-style-type: none"> <li>Pupil behaviour has multiple influences, some of which teachers can manage directly</li> <li>Understanding a pupil's context will inform effective responses to misbehaviour</li> <li>Every pupil should have a supportive relationship with a member of school staff</li> </ul> </div> <div> <p><b>2</b> Teach learning behaviours alongside managing misbehaviour</p> <ul style="list-style-type: none"> <li>Teaching learning behaviours will reduce the need to manage misbehaviour</li> <li>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li> <li>Teachers should encourage pupils to be self-effective of their own behaviours</li> </ul> </div> <div> <p><b>3</b> Use classroom management strategies to support good classroom behaviour</p> <ul style="list-style-type: none"> <li>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li> <li>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li> <li>Reward systems can be effective when part of a broader classroom management strategy</li> </ul> </div> <div> <p><b>4</b> Use simple approaches as part of your regular routine</p> <ul style="list-style-type: none"> <li>Some strategies that don't require complex pedagogical changes have been shown to be promising</li> <li>Breakfast clubs, use of specific behaviour reward praise and working with parents can all support good behaviour</li> <li>School leaders should ensure the school behaviour policy is clear and consistently applied</li> </ul> </div> <div> <p><b>5</b> Use targeted approaches to meet the needs of individuals in your school</p> <ul style="list-style-type: none"> <li>Universal behaviour systems are unlikely to meet the needs of all your students</li> <li>For pupils with more challenging behaviour, the approach should be adapted to individual needs</li> <li>Teachers should be trained in specific strategies for supporting pupils with high behaviour needs</li> </ul> </div> <div> <p><b>6</b> Consistency is key</p> <ul style="list-style-type: none"> <li>Consistency and coherence at a whole-school level are paramount</li> <li>Whole-school changes usually take longer to embed than individually tailored or single classroom approaches</li> <li>However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level</li> </ul> </div> <p>Report Published 7th June 2019 <span style="float: right;">eef.li/behaviour</span></p>	1,2,3,4,5,6,7,8,9

<p>CPD for emotional coaching</p>	<div>  <div> <p><b>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</b></p> <p>Summary of recommendations</p> </div> </div> <div> <div> <p><b>Teaching strategies</b></p> <div> <div> <p><b>1</b></p> <p>Teach SEL skills explicitly</p> <ul style="list-style-type: none"> <li>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</li> <li>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</li> <li>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with negative emotions.</li> <li>Social awareness: use stories to discuss others' emotions and perspectives.</li> <li>Relationship skills: role play good communication and listening skills.</li> <li>Responsible decision-making: teach and practise problem-solving strategies.</li> </ul> </div> <div> <p><b>2</b></p> <p>Integrate and model SEL skills through everyday teaching</p> <ul style="list-style-type: none"> <li>Model the social and emotional behaviours you want children to adopt.</li> <li>Give specific and focused praise when children display SEL skills.</li> <li>Do not rely on 'teach moments' for teaching skills.</li> <li>Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL.</li> <li>Use simple ground rules in groupwork and classroom discussion to reinforce SEL skills.</li> </ul> </div> </div> <div> <p><b>Curriculum</b></p> <div> <div> <p><b>3</b></p> <p>Plan carefully for adopting a SEL programme</p> <ul style="list-style-type: none"> <li>Use a planned series of lessons to teach skills in dedicated time.</li> <li>Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch.</li> <li>Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context.</li> <li>Use evidence summaries (such as those from EEF and EEF) as a quick way of assessing the evidence for programmes.</li> <li>Once underway, regularly review progress, and adapt with care.</li> </ul> </div> <div> <p><b>4</b></p> <p>Use a SAFE curriculum: Sequential, Active, Focused and Explicit</p> <ul style="list-style-type: none"> <li>Ensure your curriculum builds skills sequentially across lessons and year groups. Start early and think long term.</li> <li>Balance teacher-led activities with active forms of learning, such as role-play, discussion and small group work, to practise skills.</li> <li>Focus your time: quality matters more than quantity. Brief regular instruction appears more effective than infrequent long sessions.</li> <li>Be explicit: clearly identify the skills that are being taught and why they are important.</li> </ul> </div> </div> <div> <p><b>Whole-school</b></p> <div> <p><b>5</b></p> <p>Reinforce SEL skills through whole-school ethos and activities</p> <ul style="list-style-type: none"> <li>Establish schoolwide norms, expectations and routines that support children's social and emotional development.</li> <li>Align your school's behaviour and anti-bullying policies with SEL.</li> <li>Seek ideas and support from staff and pupils in how the school environment can be improved.</li> <li>Actively engage with parents to reinforce skills in the home environment.</li> </ul> </div> </div> <div> <p><b>Implementation</b></p> <div> <p><b>6</b></p> <p>Plan, support, and monitor SEL implementation</p> <ul style="list-style-type: none"> <li>Establish a shared vision for SEL, ensure it is connected to rather than competing with other school priorities.</li> <li>Involve teachers and school staff in planning for SEL.</li> <li>Provide training and support to all school staff, covering readiness for change, development of skills and knowledge, and support for embedding change.</li> <li>Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes.</li> <li>Monitor implementation and evaluate the impact of your approaches.</li> </ul> </div> </div> </div> </div></div>	<p>1,2,3,4,5,6,7,8,9</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £8,425


Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2,3,4,5,6,7,8,9
Purchase of a handwriting scheme to improve quality of handwriting	<p>Purchase handwriting lined books for all subjects to drive up standards.</p> <p>Insist that all practitioners are using the adopted approach by Martin Harvey and Debbie Watson; making</p>	2,3,4,5,6,7,8,9

and presentation.	sure that all of the handwriting rules are followed for consistency through school.																	
Continued use of Clicker to improve sentence structure and assist with SEN and EAL children.	<p><b><i>Teachers' use of technology to support literacy</i></b></p> <p>The National Literacy Trust published a report exploring teachers' use of technology to support literacy in the classroom. The survey received 219 responses from 166 schools.</p> <p>The participants highlighted the key ways that they felt technology could positively impact on children's literacy learning:</p> <p>Main benefits of using technology to support literacy</p>  <table><thead><tr><th>Benefit</th><th>Percentage</th></tr></thead><tbody><tr><td>Engaging pupils</td><td>86.8%</td></tr><tr><td>Enabling struggling learners</td><td>66.7%</td></tr><tr><td>Providing differentiated support</td><td>63.5%</td></tr><tr><td>Opportunities for personalised learning</td><td>61.6%</td></tr><tr><td>Creating an inclusive learning environment</td><td>59.4%</td></tr><tr><td>Assessing pupil progress</td><td>53.9%</td></tr><tr><td>Time-saving by enabling learning independence</td><td>47.9%</td></tr></tbody></table>	Benefit	Percentage	Engaging pupils	86.8%	Enabling struggling learners	66.7%	Providing differentiated support	63.5%	Opportunities for personalised learning	61.6%	Creating an inclusive learning environment	59.4%	Assessing pupil progress	53.9%	Time-saving by enabling learning independence	47.9%	2,3,4,5,6,7,8,9
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance, including lateness and PA	 <p>Volume 37, Issue 2 April 2015</p> <p><a href="#">Get access</a></p> <p><a href="#">Cite</a> <a href="#">Permissions</a> <a href="#">Share</a></p> <p><b>Extract</b></p> <p>Pellegrini (2007) stated, "School is one of the main social agencies contributing to the creating of the 'citizen'; playing a paramount role in teaching essential skills to enable them to function in their environment" (p. 63). According to Altman and Meis (2012–2013), "Each year, 7.5 million or about 15% of K–12 students are absent from school for an entire month" (p. 319). Student attendance is pertinent to providing engaging and effective instruction enabling students to become productive citizens. Teachers cannot teach students who are not in attendance, and making up missed assignments is nearly impossible in the fast-paced and time-sensitive classrooms of today's society. School absenteeism is detrimental to the students and to our society (Pellegrini, 2007). One day of missed instruction increases the gap between what has been learned and what has not been learned. As students continue to miss instructional time this gap widens and makes learning more difficult for students to catch up with their peers. Every instructional day counts. Every</p>	3, 4, 5, 6, 8

	<p>Continue to drive up attendance and drive down persistent absence by:</p> <ul style="list-style-type: none"> <li>• Making attendance everyone's business <ul style="list-style-type: none"> <li>○ Asking teachers to record the child's voice on the register</li> <li>○ Displaying each class percentage every day for staff only</li> <li>○ Developing a script for the admin team to follow when making calls home</li> <li>○ Engaging with our Studybugs service, which gives parents the current NHS advice around illnesses</li> <li>○ Upskilling the admin team on the updated policies around attendance and Child Missing in education.</li> </ul> </li> <li>• Making more home visits to get pupils in.</li> <li>• Continuing with Mapping meetings and parent contracts as well as letters praising any attendance which has improved.</li> </ul>	
Providing a range of clubs, trips and visits, including visitors to school and residential.	<p>International Journal of Environmental &amp; Science Education (2014), 9, 235-245</p>  <p><b>A Review of Research on School Field Trips and Their Value in Education</b></p> <p><b>Marc Behrendt</b> <i>Ohio University</i></p> <p><b>Teresa Franklin</b> <i>Ohio University</i></p> <p>Received 16 June 2013; Accepted 8 January 2014 Doi: 10.12973/ije.2014.213a</p> <p>The outcome of an experience depends on a person's interests, motivation, life circumstances at that time, needs, and prior experiences and knowledge (Rennie, 2007). Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation.</p>	1, 2, 3, 4, 6, 8, 9
Providing exceptional personal development	<p>EEF research indicates that, in order to support Personal, Emotional and Emotional Development, the following approaches are instrumental:</p> <ul style="list-style-type: none"> <li>• Teaching awareness of emotions and feelings</li> <li>• Teaching and Modelling managing emotions and feelings</li> <li>• Teaching and modelling social communication</li> <li>• Teaching relationship skills</li> <li>• Teaching how to sustain positive relationships</li> <li>• Promoting self-care</li> <li>• Teaching children to self-regulate</li> </ul>	2, 4

Working more closely with the Family Intervention Service to upskill parents.



# Introduction



Being a parent is amazing but at times we all need practical help and advice. Our Parenting Team deliver a range of evidence based programmes. These are tried and tested programmes based on international research into what works for families and children!

This booklet will provide information about the different services we can offer and how to book a place to attend.

We all have busy lives and one size doesn't fit all so we have a range of options to suit every parent. Just a few small changes can make a big difference! These are the different services that we offer:



### Seminars

This is for you if you are interested in general information about promoting your child's development. They are 90 minute talks to large groups on a number of different topics. We hope you will find it interesting and take away some ideas.

To book a place on a seminar please follow this link and book Via Eventbrite:  
<http://bit.ly/SheffParentHub>

### Discussion Groups

The Triple P Discussion Group Series are 2 hour interactive sessions based on commonly encountered problems, which are delivered in small groups.

This is for you if you'd like a small discussion group session that looks at specific issues with some tailored advice and ideas to take away.

Booking for Discussion Groups is essential. To book on to a place please follow this link and book Via Eventbrite:  
<http://bit.ly/SheffParentHub>

### Group Parenting Programmes

A group Parenting Programme is for you if you are looking at the Discussion Group topics and think that 3 or more would be useful. Our Group programmes cover the full range of parenting strategies over 5 – 15 weeks depending on the programme.

Booking or referral to a programme is essential.

Please contact us to discuss it in more details on **0114 2057243** or email [Sheffieldparenting@sheffield.gov.uk](mailto:Sheffieldparenting@sheffield.gov.uk)

1, 2, 4, 5, 6

**Total budgeted cost: £ 27,430**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Broomhill Infant School has been focusing on the areas for improvement as outlined in the inspection report (Nov 2023) and has worked tirelessly to ensure progress is rapid in order to improve outcomes for all children.

Pupil Progress meetings are now half-termly and the data is carefully monitored, leading to targeted interventions and the narrowing of the gap between the disadvantaged and others.

School data shows that all children eligible for PP made significant progress last academic year and whilst the number of PP children reaching Age Related Expectations in Reading, Writing and Maths was lower than the rest of the cohort in each year group, clear progress could be demonstrated through teacher assessment, monitoring and formal assessments.

The school continues to use Tracker+ in conjunction with Pupil Progress meetings to thoroughly analyse data and address gaps in pupils' learning. This gets addressed through a combination of quality first teaching and targeted interventions. Good use of our National Tutoring Programme funding, meant that one of our teachers received specific training around interventions. Teaching assistants' timetables are heavily weighted in terms of interventions.

The longer-term impact of the pandemic on the children is in terms of a lack of resilience and a lack of social and emotional intelligence. This has resulted in some of our most vulnerable children receiving help with emotional regulation and the staff receiving CPD for emotional coaching and trauma informed training.

Out of the 15 Pupil Premium children, three have complex and specific additional needs, and their outcomes will impact on the overall outcome for Pupil Premium children.

Every class teacher produces Pen Profiles for their Pupil Premium children. These give a more detailed account of other barriers to learning that our Pupil Premium children may have. These factors have significantly impacted on the gap in attainment between Pupil Premium children and others.

Teachers will continue to work alongside the SENCO and the leadership team to ensure that progress and well-being is monitored and timely interventions are put in place to support these children to be as successful as they can be in all aspects of school life. When judging the impact of our Pupil Premium Strategy by academic outcome, the following is considered:



- We have a relatively low percentage of PP children in comparison to national average; therefore, it is important to look beyond the raw data. Many of our disadvantaged children have complex and varied needs.
- Where our disadvantaged pupils do not have SEND, they normally attain within the expected range or above in comparison to the national average however missed school time has been seen to negatively impact this group of children and is still a targeted area for improvement.
- Disadvantaged pupils also show increased confidence & engagement in learning as a result of targeted interventions, greater levels of support, access to extra-curricular activities and our exceptional Forest School provision.
- Children leaving our school at the end of Y2 are ready for the next stage of their education in their Junior schools and for life outside school as a good citizen, who can interact with peers and self-regulate as appropriate.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
White Rose Maths	White Rose Education
Systematic Synthetic Phonics	Little Wandle
Get Set 4 PE	Arches School Sport Partnership
PSHE	Jigsaw
Music	Out of the Ark
RE	Sacre Syllabus
Developing Experts	Developing Experts Science
Widget	Widget Software
Clicker	Clicker Writer

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A

The impact of that spending on service pupil premium eligible pupils
N/A

## Further information (optional)

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

Here at Broomhill, we like to give the children experiences that they will remember for a lifetime, such as our annual trip to the seaside and our annual trip to the pantomime, not to mention stepping back in time and visiting Manor Lodge and Mary Queen of Scots and our leavers residential at Gulliver's Theme Park. These are all expensive trips which school heavily subsidises.

We invest heavily in the hub for our SEND children because we understand that every child is unique and deserves the best curriculum offer that we can give them. Staffing involves a fully qualified teacher, an SEN TA as well as a TA2.