

# Pupil premium strategy statement (primary)



1. Summary information					
School	Broomhill Infant School				
Academic Year	2019/20	Total PP budget	£18,140	Date of most recent PP Review	July 2019
Total number of pupils	117	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 2020

2. Current attainment - 2018 Outcomes		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Y2 % achieving in reading,	8.3% (2 out of 3 pupils)	79%
Writing	8.3% (2 out of pupils)	74%
Maths	8.3% (2out of 3 pupils)	80%
Y1 % achieving expected standard in phonics	8.1% (3 out of 3 pupils)	85%
EYFS % achieving GLD	2.5% (1 out of 2 pupils)	74%

3. Barriers to future attainment (for pupils eligible for PP, including more able pupils)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Limited life experiences impacting on general knowledge, ability to organise and limited depth of vocabulary affecting progress and attainment of more able disadvantaged pupils particularly.
B.	Poor oral language skills - particularly in FS2 - in addition to EAL prevent children accessing the curriculum and making good progress.
C.	Low starting points and poor problem solving skills - require accelerated progress to enable children to achieve age expected levels
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	% of sessions missed due to overall absence Broomhill Autumn Term attendance - PP children 97.73% compared to 97.2% non PP children

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and attainment for more able disadvantaged pupils	Increased % of more able disadvantaged children will achieve greater depth at the end of KS1
<b>B.</b>	Improved oral language skills in FS2 and KS1	Children make above expected progress so that the proportion that achieve age related expectation or above is in line with all children.
<b>C.</b>	Low starting points and poor problem solving require accelerated progress to achieve age expected levels or above	Children make above expected progress so that the proportion that achieve age related expectation or above is in line with all children.
<b>D.</b>	Improved attendance rates for disadvantaged pupils	Overall PP absence rate improves in line with school and national figures.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/20</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A Improved progress and attainment rates for more able disadvantaged pupils</b>	Assessment - informs deployment of HLTA & TA's with focussed support - working with targeted children addressing key areas of need such as: language skills, problem solving & life experiences.	To invest some PP funding in supporting teachers and their children. EEF 'Making Best Use of Teaching Assistants Guidance report 2015 gives a number of recommendations on the effective use of TA's... in addition to the guidance please note: Broomhill Infants has well qualified experienced teaching assistants	Organise the whole school timetable to ensure that TA's are able to work with target children on a regular and structured basis without having to withdraw them from any English, Maths, PE or Science lessons.	CT/JJ	July 2020
<b>C Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</b>					
<b>B Improved oral language skills in FS2 and identified children in KS1</b>	Staff training for TA's and teaching staff on language support and interventions such as LEAP - Language Programme Enrichment Activity	All staff have received LEAP training from senior Speech and Language therapists from Sheffield Children's Hospital. Broomhill have purchased LEAP assessment package and scheme of work. Sessions with targeted children are carried out throughout the week according to class timetables. New TA's have had the information disseminated to them by trained staff.	Organise timetable so staff leading interventions have time to work alongside staff delivering new interventions.  Pre and post intervention assessments.  Observations of interventions/ peer observations.	CT/ DS SENco  SLT	At Pupil Progress Meetings during the first week of each half term ...(see file)

<p>A Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>	<p>Teaching across school is always good, frequently outstanding. We want to improve to ensure every lesson is better than good. Peer observations are taking place throughout Spring 2019 term.</p>	<p>Teaching staff (including teaching assistants) need to be challenged to improve further (peer obs and visiting/observing excellent teachers in Sheaf Coop Trust &amp; Triad schools.) A focus on blooms taxonomy will help staff to analyse their teaching and the learning that takes place in lessons.</p>	<p>Lesson Observations/ Drop In's / Learning Walks and Work Scrutiny to look closely at the provision for more able disadvantaged pupils, specifically independence and problem solving.</p>		<p>July 2020</p>
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>B Improved oral language skills in FS2 and identified children in KS1</p>	<p>1:1 paired and small group language interventions:            Breakfast Club            Stories for Talking            LEAP            Visual support - rebus            Lycra group            Musical Storytelling            'Big Art'            Social Groups            Visits to local community            Tesco, Sainsbury's, café... children to ask for shopping/order from menu</p>	<p>The children need to develop their oral language skills in order to fully access the curriculum and make accelerated progress. Our programmes have been recommended by the speech and language service but are adapted to meet individual needs.</p>	<p>Children's progress is monitored regularly to ensure provision is effective.</p> <p>Ongoing support from Speech &amp; Language service, Further FFT training (Jan 2019)</p>	<p>CT/JJ/ SENco</p>	<p>Half termly</p>

<p>A Improved progress and attainment rates for more able disadvantaged pupils</p> <p>C Low starting points and poor problem solving skills requiring accelerated progress to achieve age expected levels or above</p>		<p>Interventions will be informed by the outcomes of teacher assessments and test outcomes completed in class. The interventions will be personalised to meet specific areas that children need support with, to address misconceptions &amp; give more opportunities to understand a concept or practise a particular skill. Such as FFT Additional language support programme reading/writing Extra reading sessions with volunteer readers</p>	<p>Interventions will take place in addition to the main English and Maths lessons.</p> <p>Interventions will be personalised to meet the need of individual pupils.</p> <p>Timetables will be organised to ensure there is enough quality delivery time.</p> <p>Individual children's progress will be carefully monitored to ensure that the interventions are effective.</p>	CT/JJ	Half Termly
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**Total budgeted cost**

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D Improved attendance rates for disadvantaged pupils</p>	<p>Careful monitoring of attendance of PP chn. Extended leave never authorised during term time. Phone call home if not in school by 9am. Meeting with MAST if any difficulties. Weekly attendance assembly / trophy/ 15 mins extra playtime for highest class attendance to encourage 100% attendance.</p>	<p>We cannot improve attainment and progress for children if they do not attend school regularly.</p>	<p>Regular monitoring and reviewing of attendance with MAST - attendance officer.</p> <p>Regular feedback to Governors re attendance. (On termly HT Report to Govs)</p> <p>Weekly attendance displayed in the foyer with golden stars for highest class attendance,</p>	CT/KMc	Each half term

	Golden envelopes with 100% attendance certificate and pencil sent to home address at the end of each term.				
A Improved progress and attainment rates for more able disadvantaged pupils	Curriculum enrichment for all PP children exposing them to experiences and opportunities they are not normally offered through the school curriculum or experience through their home life(see case studies)	Our disadvantaged children are often inhibited in making expected or accelerated progress by their lack of experiences and not having the opportunity to talk through their ideas /thoughts in a sustained and extended way.  Evidence from NFER, support the attainment of disadvantaged pupils. Articulating success and good practice report and the pupil premium report by Oxford School Improvement both provide evidence that this approach will impact positively on the pupil's outcomes.	Organise staffing and timetables to ensure there are regular		
<b>Total budgeted cost</b>					

