

Broomhill Infant School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broomhill Infant School Sheffield
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 years 2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Pupil premium lead	Catherine Timbers
Governor / Trustee lead	Lorraine Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,175
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£27,350

Part A: Pupil premium strategy plan

Statement of intent

At Broomhill Infant School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standard of Quality First Teaching, focussed support, curriculum enrichment and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged or vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget (it is not ring fenced.) The school considers the best ways to allocate PP funding following data analysis, discussion with class teachers (at Pupil Progress Meetings) and the careful consideration of the needs of the pupils.

We will offer some Pupil Premium children a more personalised support that goes beyond our provision for academic development. Theraplay and support from a therapeutic social worker has worked well for a number of PP children specifically LAC with significant attachment loss.

Priorities – setting priorities is key to maximising the use of Pupil Premium Funding. Our priorities are:

1	Ensuring quality first teaching for every child
2	Closing the attainment gap between disadvantaged pupils and their peers
3	Addressing non- academic barriers to attainment
4	Providing targeted academic support for pupils who are not making expected progress
5	Providing IT equipment. Many of our Pupil Premium children do not have access to a laptop/computer to support with home learning tasks
6	Encouragement to take up extra-curricular enrichment opportunities – piano, recorder and sports activities

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
Pupils make accelerated progress in Reading and Writing	The gap will close so that their attainment shifts closer to that of their peers
Additional needs of Pupil Premium children are clearly identified and addressed	As their SEND/EAL or additional need is being addressed, Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.
Increased overlearning and reinforcement in math fluency and reasoning	Increase in mental maths and reasoning skills. Improved attainment in overall maths data.
Laptop access to support home learning	Improved completion and submission of home learning tasks Readiness for home learning
Extra-curricular opportunities	At least 90% of PP children take up a club each half term leading to improved confidence, attainment and better mental health.

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: £ 9,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Early Reading	Class teachers are able to identify who their target PP pupils are (on Pupil Progress quadrants) and the definitive gaps to address Phonics / Early Reading CPD for all TA's – Twilights Oct 2022	1, 2

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

Budgeted cost: £10,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching support for all teachers</p> <p>Maths and English (Priority1 CURRICULUM) are high priority on school development plan and CPD plan</p> <p>Pupil Progress Meetings (1st week each half term) track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust :</p> <p><i>The two factors with the strongest evidence of improving pupil attainment are:</i></p> <ul style="list-style-type: none"> • <i>teachers’ content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</i> • <i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i> 	<p>1,2, 3, 5</p>
<p>CPD opportunities for teachers to raise pupil outcomes:</p> <p>□ Mastering Number Programme</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</p>	<p>2,3, 5</p>
<p>TAs deliver interventions and weekly small group interventions to pupils identified as in need.</p>	<p>EEF:</p> <p>□ High quality small group interventions</p>	<p>3, 4, 5</p>

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

Budgeted cost: £7,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head teacher (CT) Inclusion lead (DS) and Admin staff (KMckK) to support the well-being of parents and children</p> <ul style="list-style-type: none"> • PP pupils attendance is closely, pupils below 96% are identified and protocols followed. • KMckK phones families at 9am if pupil not in school and offers support. • HT will pick up child from home if required. 	<p>EEF toolkit– Parental engagement A dedicated person (CT) SENco (DS), who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Dedicated person (KMckK) who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	2, 4, 6
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Reduction in cost of trips and residential trips for PP children • Every PP child is entitled to a free sport event each term and participation is highly encouraged • Support with uniforms, breakfast/after school provision and peripatetic lessons 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	3, 6

Total budgeted cost: £ 27,350

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 there is therefore no national data. Internal assessments show pupil progress.

Context: There were 18 children on the PP register. Five of our PP children were LAC. Three of our PP children have SEN needs, with a further 9 on the EAL register. The focus last year have centred around two main priorities: closing the attainment gap between PP and their peers, and raising the profile of PP children. Pupil Premium children have an increased profile in school-PP was a standing agenda item in Pupil Progress meetings. Their emotional wellbeing were constantly monitored by the Senco and HT. All PP children were offered a school place throughout lockdowns which meant that PP children were coming to school and they were ready to learn. The drive to close the attainment gap was evident in our daily practice, intervention groups.

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
MyMaths	Oxford University Press
Phonics Play	www.phonicsplay.co.uk
Purple Mash	2Simple

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.