

Broomhill Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	117
Proportion (%) of pupil premium eligible pupils	12/117 = 10.26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2 years 2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Pupil premium lead	Jane Barnes
Governor / Trustee lead	Abdool Goolgar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620 + 7,230 (LAC)
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	£26,025

Part A: Pupil premium strategy plan

Statement of intent

Here at Broomhill Infant School, our ultimate aim is for all our pupils, including our disadvantaged pupils, to achieve in line with their peers; academically, socially, physically and mentally. Our intention is that all pupils make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. 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 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 for their disadvantaged peers.

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

- . ensure disadvantaged pupils are challenged in the work they're set
- . act early to intervene at the point the need is identified
- . adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (growth mindset)
- . Improve the attainment of our vulnerable children and review these children at termly pupil progress meetings
- . 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 alongside parents and carers.

We recognise that children in receipt of Pupil Premium funding, including Pupil Premium Plus is lower than national average with individual needs varying from cohort to cohort. Therefore, generalisations cannot be made and a 'one size fits all' approach cannot be taken. With this in mind, support is bespoke to individual children and need.

Challenges

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

Challenge number	Detail of challenge
1	Education and well-being of many of our disadvantaged pupils was hugely impacted by national school closures due to the Covid-19 pandemic, to a greater extent than for other non-disadvantaged pupils and this has resulted in significant social and emotional issues as well as gaps in pupils learning.

2	Identified social and emotional issues for many pupils, notably due to the pandemic, and a lack of social opportunities during school closure and national lockdowns. These challenges are still impacting pupils, particularly disadvantaged pupils, including their social and emotional well-being which in turn, impacts on their attainment.
3	Low confidence, independence and perseverance.
4	Attendance, particularly persistent absence is still a challenge. This is due to many of our families wanting to travel overseas during term time to visit their families whom they haven't seen during the pandemic and illness such as Norovirus spreading through school with pupils and staff struggling to recover swiftly having an impact on attainment.
5	Attainment gap of our disadvantaged pupils compared to non-disadvantaged pupils.
6	To know more, do more and remember more.

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, parent questionnaires and teacher assessment An increase in participation in wider school activities, particularly among disadvantaged pupils
To improve social and emotional mental health for all pupils, particularly our disadvantaged pupils.	Observations 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.
To improve confidence and perseverance for all pupils, particularly our disadvantaged pupils.	Discussions from pupil progress meetings and observations show that disadvantaged pupils are independent learners with improved confidence and perseverance. Data will show the attainment gap closing.

<p>To improve attendance by 1.5% overall and to improve persistent absence from 27 to 17 pupils.</p>	<p>Attendance will be monitored rigorously, with weekly meetings between the attendance officer and headteacher. There will be a shift to ensure that attendance is everyone's responsibility and that pupil voice will be captured via the register upon return to school from a period of absence. Working together committees will ensure that all stakeholders both understand and have buy-in to help improve attendance. Our Broomhill ambassadors will take on a pastoral role and promote the pupil voice. To ensure that there is open communication as well as a supportive approach to improving attendance. Expectations will be raised.</p>
<p>Increased attainment for disadvantaged pupils in all year groups.</p>	<p>Quality First Teaching enables all PP children to make at least good progress from their individual starting point.</p> <p>Targeted interventions, both academic and personal and social will support positive progress and wellbeing for all pupils. 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. Live marking and therefore feedback in the lesson, is used effectively to support progress (oral and written) All staff have high expectations of every child.</p> <p>Attainment outcomes in 2025/2026 show that an increased percentage of disadvantaged pupils met the expected standard.</p>
<p>Extra-curricular opportunities</p>	<p>All PP children have access to in-school extra-curricular activities to enrich their lives and are encouraged to take part e.g. sport, music. All PP children have access to wrap around care to support working families. All PP children are supported to attend trips and visits which enrich the school curriculum and add to their cultural capital and overall school life.</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: £ 9,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Early Reading	<p>Class teachers are able to identify who their target PP pupils are (on Pupil Progress quadrants) and the definitive gaps to address.</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Book Club ensures that every child gets listened to reading every day. EEF 1:1 tuition is very effective at improving pupil outcomes.</p> <p>Making rapid progress in all five of the reading comprehension skills.</p>	1, 2, 3, 4, 6
Focus on improving English: Handwriting, spelling, stamina for writing, expectations – pride in their work. Engage the assistance of a Literacy consultant from the National Literacy Trust to further drive improvement.	<p>Handwriting will be smaller and neater.</p> <p>Spelling will improve.</p> <p>Stamina for independent writing will improve.</p> <p>There will be a pride in pupils' work.</p>	1, 2, 3, 5, 6

<p>Focus on Maths: Using formative assessment daily to ascertain whether a strand of maths has been mastered fully enough to move on. Teaching at the point of need. Engage the assistance of the Maths Hub to further drive improvement.</p>	<p>Mastery of a strand of maths. Initial assessment question to determine point of need. Use of squares in maths book to strive for higher expectations. Showing the working out.</p>	<p>1, 2, 3, 5, 6</p>
<p>Focus on developing strategies to support and develop Quality First Teaching (QFT) through CPD, coaching and marginal gains: -</p> <ul style="list-style-type: none"> • The teacher has the highest possible expectations for all pupils in their class • All teaching builds on what children already know, can do and understand • Lessons are appropriately differentiated, so that the learning is the same for all but the task is scaffolded or challenged. Appropriately. • Marginal gains maintain a growth mindset and lessens limitations. 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Focus on the curriculum: Teachers to have subject leader CPD to ensure the best and most up-to-date training. To engage the support of our school improvement partner to further drive improvement.</p>	<p>Planning will reflect current research and trends and will be in line with the latest government guidance. Quality assurance via school improvement part</p>	<p>1, 2, 3, 4, 5, 6</p>

Focus on attendance: To drive attendance and therefore attainment higher. To engage the assistance of the local authority inclusion and attendance officer to further drive improvement.	Improved attendance. Improved persistent absence. Improved attainment	1, 2, 3, 4, 5, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths	To make the best possible progress in maths for <u>all</u> pupils, particularly the disadvantaged. Maths lead to work with the Maths Hub to bring about the improvements needed.	1, 4, 5, 6
English	To make the best possible progress in writing. Headteacher to review writing with the Primary Literacy Consultant from Connections in Learning Ltd , National Literacy Trust Focus on quality handwriting as well as spelling. Teachers and teaching assistants to have high expectations in writing.	1, 4, 5, 6
Pupil Progress Meetings (1 st week each term) track	<i>The two factors with the strongest evidence of</i>	1, 2, 3, 4, 5, 6

<p>progress of PP pupils and appropriate, timely interventions are put in place.</p>	<p><i>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>Bespoke interventions strategically planned to meet need</p>	<p>Use of Teaching Assistants: EEF Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than where teachers are deployed in the classroom. Bespoke interventions strategically planned to meet need for all pupils but particularly those who are disadvantaged. SENDCO to update and quality assure the SEND provision map.</p>	<p>1, 2, 3, 5, 6</p>
<p>CPD for teaching assistants to enable them to deliver interventions to a high standard and with the required research and knowledge.</p>	<p>SLT and TAs to identify appropriate and most effective training to ensure that we deliver high quality interventions to a high standard.</p>	<p>1, 2, 3, 5, 6</p>
<p>TAs deliver interventions and weekly small group interventions to pupils identified as in need.</p>	<p>EEF:</p> <ul style="list-style-type: none"> <input type="checkbox"/> High quality small group interventions 	<p>1, 2, 3, 5, 6</p>

SENDCO time to assess and collate the SEND provision map ensuring quality, specific and targeted interventions.	SLT to quality assure the provision map and interventions.	1, 2, 3, 5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head teacher, SENDCO and Admin staff (KMck) to support the well-being of parents and children</p> <ul style="list-style-type: none"> • PP pupil's attendance is closely monitored, Attendance to improve by 1.5% and persistent absence to decrease from 27 to 17. • KMck phones families at 9am if pupil not in school and offers support. 	<p>EEF toolkit– Parental engagement A dedicated person (HT) 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 (KMck) who monitors attendance alongside the HT and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Pupil Voice to be logged via the register following a period of absence.</p> <p>Attendance is everyone's business. Teachers and TAs to lo pupil voice.</p> <p>Broomhill Ambassadors listen to pupils in a supportive capacity.</p>	1, 2, 3, 4, 5, 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 <p>Enrichment is meaningful, linked both to learning and pupils' outside interests.</p> <ul style="list-style-type: none"> • Every PP child is entitled to a free sport event each term and participation is highly encouraged • Support with breakfast/after school provision 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Pupil voice will ensure that requested enrichment activities will ensue.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	<p>1, 2, 3, 4, 5, 6</p>
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Total budgeted cost: £ 26.025

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 2021 to 2022 academic year.

Due to the impact of the pandemic, there was no official data but internal assessment suggests that the gap is closing so that the attainment of disadvantaged pupils shifts closer to that of their peers.

As their SEND/EAL or additional need was addressed, Pupil Premium pupils made expected progress or exceed their targets set for R, W and M.

There was a focus on mental and oral maths with a dedicated 10 minute session each day which saw mental maths fluency improve.

At least 90% of PP children take up a club each half term leading to improved confidence, attainment and better mental health.

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
Purple Mash	2Simple
Get Set for PE	Arches School Sport Partnership

Further information (optional)

The school will be working with Dogs Trust to increase pupils awareness of dog safety as well as improving the mental health and well-being of our pupils through dogs.