

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 | Broom Leys Primary School |
| Number of pupils in school | 608 |
| Proportion (%) of pupil premium eligible pupils | 17.8% (108 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 until 2023/24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Robert Prior (Headteacher) |
| Pupil premium lead | Robert Prior (Headteacher) |
| Governor / Trustee lead | Michala Worrell |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 182,820 |
| Recovery premium funding allocation this academic year | £ 19,430 |
| 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 | £ 202,250 |

Part A: Pupil premium strategy plan

Statement of intent

Broom Leys Primary School serves a mixed catchment area. Whilst nearly 1/3 of our pupils live in an area of high deprivation (IDACI), another 1/3 live in an area of low deprivation. We are adamant that all of our pupils, no matter their demographic, must be treated equitably, be given equal opportunities to all participate in school activities and to achieve well both academically and socially.

Our approach was recognised during the school's most recent OfSTED inspection (2018):

The pupil premium funding is used well by leaders. In 2017, disadvantaged pupils in Year 6 achieved similar standards to non-disadvantaged pupils nationally. They also made better progress from their starting points than other pupils.

Leaders have ensured that the emotional and social needs of disadvantaged pupils are increasingly well supported. Funding is used to employ additional staff who work with pupils on a regular basis. This has been successful in enabling these pupils to develop a positive attitude to school life and engage more successfully in their learning.

The report did, however, recognise the greatest challenge we face at Broom Leys School in supporting our disadvantaged pupils:

The proportion of pupils who are persistently absent from school has increased over the past two years. This is particularly true for disadvantaged pupils. Persistent absence, particularly for those who are disadvantaged, is high.

High quality teaching is at the heart of our strategy to support our most disadvantaged pupils but in order for that to have the greatest impact these pupils need to be attending school regularly.

As a school we research best practise and use our own data to inform our spending. We use the EEF Tiered Approach to inform our practice. The tiered approach identifies: teaching, targeted academic support and wider strategies.

We believe that all the strategies support each other in enabling the best outcomes for all children. We recognise that underperformance may apply equally to low, middle or higher attainment groups of pupils. We invest in developing our teachers and learning support assistants to be the best they can be and in understanding the barriers that may exist to academic achievement and emotional wellbeing.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'

EEF Guide to the Pupil Premium

Our aims are to:

- Reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils which is evident on entry to school.
- Improve school attendance of our disadvantaged pupils so that they can experience high quality teaching and make exceptional progress
- Build good relationships with parents/carers
- Provide pastoral support to increase self-esteem and to develop life skills
- Ensure all disadvantaged pupils make at least good progress and catch up with their peers
- Ensure all disadvantaged pupils develop their oral language skills and acquire good early reading outcomes
- Ensure equal access and opportunities for disadvantaged pupils for example music tuition, attendance on trips etc.
- Ensure that all children have equal access to the curriculum.
- Develop all staff professionally to understand the barriers and needs of disadvantaged pupils as well as ensuring their own practice is enhanced.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Attendance</p> <p>Our attendance data over the 2020/21 academic year indicated that attendance among disadvantaged pupils was 5.2% lower than for non-disadvantaged pupils (91.7% compared to 96.9%). In 2019/20 the gap was 4.9%.</p> <p>41% of disadvantaged pupils were 'persistently absent' in 2020/21 compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>This data shows that there has been insufficient improvement in attendance since the OfSTED inspection in 2018, although the pandemic has had a detrimental effect in this area.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>This data shows that there was insufficient improvement in attendance between the OfSTED inspection in 2018 and the end of the 2021/22 academic year, although the pandemic had a detrimental effect in this area.</p> |
| 2 | <p>Early Language Skills</p> <p>Lower than average language and communication skills on entry (as evidenced from observations and baseline assessments) impact on disadvantaged pupils' learning in all areas of the curriculum, their understanding of key concepts and their ability to communicate in speech and</p> |

| | |
|---|--|
| | in writing. Language provides the foundation of thinking and learning and therefore should be prioritised. |
| 3 | Phonics Skills 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 |
| 4 | Academic Attainment Assessments show that attainment of disadvantaged pupils in Reading, Writing and Mathematics is below that of their peers. By the end of Key Stage 2, even though progress scores are higher than for non-disadvantaged pupils nationally, attainment for disadvantaged pupils at Broom Leys School is below that of their peers. |
| 5 | Social and Emotional Needs Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support markedly increased during the pandemic. 12 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 20 (12 of whom are disadvantaged) receiving small group interventions (December 2021) |
| 6 | Parental engagement Parental engagement is evidenced as being lower. This is seen through lower uptake in the use of the school's online communication platforms (ClassDojo and Tapestry), non-attendance at parents' evenings as well as attendance at school events / wider parental meetings. |

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 |
|--|--|
| Improve attendance and reduce persistent absenteeism amongst disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers. |
| Improved oral, communication and language skills for disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, |

| | |
|--|---|
| | including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved early reading and phonics skills. | Assessments and observations indicate significantly improved reading and phonics skills among disadvantaged pupils. This is evident through outcomes of national tests including the Reception Baseline, Key Stage 1 Teacher Assessments and the Year 1 phonics screen between 2022 and 2024. |
| Improved reading, writing and mathematics attainment among disadvantaged pupils. | KS2 outcomes in 2023/24 show that more than 70% of disadvantaged pupils meet the expected standard in Reading, Writing and Mathematics. |
| Sustained high levels of pastoral support for all pupils, especially the disadvantaged and their families. | Wellbeing surveys indicate improved wellbeing. Records show an increase in attendance at clubs from disadvantaged pupils. Parental engagement comparable to all. Parental surveys will increasingly be received from this group of parents. |

Activity in this academic year (2022 / 23)

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: £ 14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of additional reading books to support our DfE validated Systematic Synthetic phonics scheme (Little Wandle) to ensure that children have reading books which are phonics matched to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) | 2, 3, 4 |
| Additional training for all staff, in particular LSAs and teachers new to the school, in the delivery of Little Wandle. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) | 2, 3, 4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance and to access Maths Hub resources and CPD. | The DfE non-statutory guidance (June 2020) has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) EEF guidance is based on a range of the best available evidence: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk) | 4 |
| Provide high quality focused CPD for all staff. | Staff training to develop teachers' pedagogical knowledge and understanding of the principles of quality first teaching, including Metacognition and Self Regulation: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) | 2, 3, 4 |

| | | |
|--|--|--|
| | <p>Further development of our practice in providing feedback:</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> | |
|--|--|--|

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

Budgeted cost: £ 118,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provide Tutoring or Academic Mentoring | <p>Evidence shows that high quality tuition on a small group basis (1:3), depending on the child's needs, in English and or Maths has a significant impact on pupil attainment. Small group tuition has as much of an impact as 1:1 tuition but that will not prevent the use of 1:1 tuition when suitable.</p> <p>Tuition will focus on filling gaps in knowledge, particularly as a result of the pandemic.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 2, 4 |
| Provision of a range of interventions, overseen by teachers but delivered by Learning Support Assistants, pastoral team. | <p>Interventions to help close any gaps in knowledge. Interventions will be identified as and when needs arise , for example as evidence of the detrimental impact of the Covid-19 lockdown comes to light. These will be based on, although not exclusively, proven interventions such as:</p> <ul style="list-style-type: none"> • 'Keep Up' (Little Wandle phonics) • Talk Boost • NCTEM mathematics • Dyslexia Gold • GAPS • Social Communication groups • Fine and gross motor skills • SNIP spelling • Read, Write Inc. • Precision Teaching | 2, 3, 4, 5 |

| | | |
|--|---|--|
| | Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | |
|--|---|--|

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

Budgeted cost: £ 70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Family support worker / pastoral team to help support families with attendance and punctuality. | <p>There is a significant amount of information from research, internal data, observations and conversations that supports the view that poor attendance seriously affects a child's chance of academic success.</p> <p>Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)</p> <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p> | 1, 4 |
| Use of trained Emotional Literacy Support Assistants to work with children with social and emotional difficulties. | <p>There is a significant amount of evidence to link mental health and wellbeing to academic and therefore future success. Maslow's hierarchy of needs is a model we are familiar with regarding basic needs and motivation.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Maslow's Hierarchy of Needs Simply Psychology</p> | 1, 4, 5 |
| To fund, or part fund, extracurricular activities such as music tuition, club attendance, school trips and residential trips (Year 6) | <p>Research indicates that children from disadvantaged backgrounds have less access to wider experiences including joining clubs, taking part in the 'arts' and 'cultural' events.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> | 1, 4, 5 |
| To develop and embed practices for ensuring parental support and communication. | <p>Research shows that good links between school and home are valuable. This is not only in regard to academic support but also in terms of utilising and referring to external agencies. This relies on a good relationship between school and home.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 6 |

Total budgeted cost: £ 202,000

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.

1. Attendance

In 2019/20 the gap between disadvantaged and non-disadvantaged pupils was 4.9%. This widened in 2020/21 to 5.2% but then narrowed again in 2021/22 to 3.2%. This, however, was largely due to a decline in attendance amongst non-disadvantaged pupils during the pandemic.

| | | | | | | |
|---------|---------------|-------|-------------------|-------|-----|------|
| 2020/21 | Disadvantaged | 91.7% | Non-disadvantaged | 96.9% | Gap | 5.2% |
| 2021/22 | Disadvantaged | 91.1% | Non-disadvantaged | 94.3% | Gap | 3.2% |

By implementing a new attendance strategy, improvements have been made in the attendance of both PP and non-PP pupils at the start of the 2022/23 academic year, a result of which has been that the gap has been reduced still further to 2.4%:

| | | | | | |
|--|---------------|--------|-------------------|--------|--|
| 2022/23 | Disadvantaged | 92.9%* | Non-disadvantaged | 95.3%* | |
| <small>To the end of Dec 22 only</small> | | | | | |

Similarly, persistent absenteeism has reduced significantly (December 2022) so that 26.1% of PP pupils are persistently absent compared to 11.3% of non-PP pupils, a difference of 14.8% (a reduction in the gap from 35% from 2020/21)

Implementation of the PP strategy is starting to have an impact.

2. Communication and oral language skills

The introduction of the Nuffield Early Language Intervention in EYFS did not have the desired impact. Teachers felt that it was very time consuming, reaching fewer children than in previous years, and often at a time when there is little time to give. It also did not have any more impact than interventions which the school already provides (such as Talk Boost).

This intervention has ceased and the school has returned to what we know well, and which has the desired impact.

3. Phonics

Little Wandle was introduced to all staff in February 2022. This was very time consuming, with every member of staff expected to complete the 6 hour training course. Nonetheless, the training was completed by all teachers and all classroom support staff.

Having introduced Little Wandle in February 2022, internal data show that the impact was greatest in EYFS. The impact in Year 1 was that our Phonics results were adversely affected, dropping to 66% (approximately 15% lower than 'normal'). This could have been due to

changing the scheme part way through an academic year as well as the two disrupted years of learning which this cohort experienced.

As a school we will continue with Little Wandle although additional phonics-matched reading books need to be purchased and staff training needs to be kept up to date.

4. Reading, writing and mathematics attainment among disadvantaged pupils.

It is evident that the impact of the pandemic has been greater for our disadvantaged pupils than it has for those who are not disadvantaged.

End of Key Stage assessments at both KS1 and KS2 reveal a fall in attainment for all pupils but this is particularly the case for disadvantaged pupils.

Phonics (Y1): disadvantaged 61% / not disadvantaged 67%

Key Stage 1:

| | Disadvantaged | Not disadvantaged | Difference |
|-------------|---------------|-------------------|------------|
| Reading | 36% | 54% | -18 |
| Writing | 7% | 39% | -32 |
| Mathematics | 21% | 56% | -35 |

(Key Stage 2 data for disadvantaged not released at time of writing this statement)

5. Pastoral support for all pupils

Pastoral support is proving effective. Behaviour is good as children are well cared for in school and home/school support put in place when needs have been identified.

This is reflected in a year (2021/22) where there were no exclusions.

The number of children with referrals to Children's Social Care has reduced as family and social difficulties are being identified at an early stage and support is being put in place, both for the children and their families.

In summer 2021 there were 4 children with Child Protection Plans, 5 children with Child in Need Plans and 11 children at Early Help (Children and Family Wellbeing Service).

By summer 2022 there were 2 children with Child Protection Plans, 1 child with a Child in Need Plan and 4 children at Early Help.

Challenge Partners Review (January 2022) stated: *"The clear focus on pastoral needs, and supporting all aspects of pupils' emotional development, are evident in all aspects of the school's work. Focus on this area, has enabled pupils to grow confidence within themselves and in relation to their peers and teachers. It has created a positive learning culture where pupils are actively engaged and willing to express their ideas. Teachers often reinforce this culture with phrases such as 'well done, you are showing control and active listening' and 'well*

done, I told you that this was your year to sparkle'. This helps to reinforce the positive and respectful culture of the school, where good behaviour and conduct are the norm."

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 |
|-----------------------------|-----------------|
| NFER reading tests | NFER |
| Provision Map (SEN tracker) | |
| Phonics Tracker | |
| Little Wandle phonics | Little Wandle |
| | |
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

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.