# Pupil premium strategy statement (Broomhill Infant School) 2019/20

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| 1. **Summary information September 2019** | | | | | |
| **School** | Broomhill Infant School | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £ 51,960.00 | **Date of most recent PP Review** | Jan 2019 |
| **Total number of pupils as of September 2019** | 158 | **Number of pupils eligible for PP -** | **42 children 26.58%**  School aged pupils 37  Early Years pupils – 5 | **Date for next internal review of this strategy** | Jan 2020 |

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| 1. **Current attainment** | | | | |
| Current DIS pupil attainment based on LA data packs 2018/19 | | | *Disadvantaged Pupil Targets*  *2019/20* | *DIS Pupils (Bristol & National averages 2018/19)* |
| **Reception - 38% achieving GLD** | | | **Term 2 Dec 2019 57% Target 60%** | **53.7% Bristol 74% National** |
| **Year 2 - 62% making at least the expected standard in reading**   |  | | --- | | **% making at least the expected standard in reading** |   %   |  | | --- | | **% making at least the expected standard in reading** |  |  | | --- | | **% making at least the expected standard in reading** | | | | **Term 2 Dec 2019 59% Target 64%** | **61% Bristol 78% National** |
| **Year 2 - 31% making at least the expected standard in writing** | | | **Term 2 Dec 2019 59% Target 64%** | **53% Bristol 73% National** |
| **Year 2 - 54% making at least the expected standard in maths** | | | **Term 2 Dec 2019 64% Target 70%** | **62% Bristol 79% National** |
| **Year 1 - 80% passed the phonics screening in Year 1**  **Year 2 - 20% passed retake 1 out of 5 children. (3 SEND children)** | | | **Year 1 – 50% predicted to pass.**  **Year 2 - 0% predicted to pass (4 SEND children)** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Emotional barriers linked to trauma and attachment. 100% of children attending Nurture are disadvantaged. | | |
|  | | Speech, Language and Communication skills are below average when children join the school in Nursery. | | |
| **C.** | | Writing attainment- writing is an area of particular weakness across our school, with PP children performing significantly lower than the rest of the cohort at all stages. | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** |
|  | * Increase family engagement and develop a holistic approach to Nurture by supporting the family and child e.g. Family Fridays, Parent Gym, Freedom, and Incredible Years. * Develop strategies to manage and control emotional & behavioural needs. * Increased concentration and attention levels. * Successful transition takes place at the end of the 4th term a child has been in Nurture. * Boxall profiles measure outcomes. | | | Increased engagement of targeted parents – Case study work.  Improve time taken to transition back into fulltime class. Target 4th term in Nurture.  Decrease of CPOMS data report number and type of incidents.  INSIGHT tracking identified progress in RWM. |
|  | Improve speaking and listening skills for pupils eligible for PP in Nursery class   * 65% of PP children to be working at ARE 30-50s in Speaking. * 70% of PP children to be working at ARE 30-50s in Listening and Attention. | | | Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | * Consistent ‘Talk for Writing’ strategies in all year groups. Training for 4 new members of staff - £720.00 * Curriculum development gives more opportunities for children to write for specific purposes linked to exciting and fun learning opportunities. * Promote writing through displaying and sharing children’s achievements. * Reading and Writing leads to develop a whole school reading lists of high quality text for each theme/topic. * Work alongside NLE to develop Whole Class Reading and Writing sessions. * Develop the teaching of phonics to encourage children to use their knowledge when writing. * Quality modelling of writing by all adults. | | | Narrow the gap in attainment between pupils eligible for PP with no SEN and ‘other’ children without SEN.  Teaching of writing improved evident through monitoring including learning walks, planning and teaching aids which impacts improved learning, evident through improved test scores.  Pride taken in work by children as evident on learning walks, children’s books and display. |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2019/20** | | | | |
| 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 | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **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?** |
| **B & C**  Narrow the writing gap in all year groups. | Early teaching of phonics and mark marking/writing skills in Nursery.  Consistent teaching of phonics – Nursery through to Year 2 and beyond into the Junior School.  Consistent Talk for Writing approaches across the whole school. Commitment to funding official training and refresher training events.  High expectations on celebrating writing through displays throughout the whole school.  Yearly planner agreed that provides many opportunities for children to write about a wide range of experiences.  Embed the new curriculum that gives children more opportunities to write from cross curriculum themes. | | To provide children with rich experiences that allow them themselves as writers and gain a love of writing at an early age.  Previous impact in KS1 now embedding in EYFS.  Monitoring from last school year identifies a positive impact, specifically linked to children using a wider range of language, fluency and stamina of writing.  Children proud to present their work. High emphasis across the whole school.  Provide purposes and exciting experiences for children to write about.  Exciting new curriculum centred on new school ethos and vision ….Nature, Nurture, Knowledge. | Early Years leader to model across EYFS.  Phonics Leader to model best practice, observe and offer guidance.  Writing Leader to model best practice and offer guidance. SLT to monitor through drop in observations and book looks.  Child voice and parental questionnaire.  Environmental walks.  Monitoring of Learning Journals and Book Looks.  Curriculum Lead to monitoring of curriculum planners, Learning Journals, Floor books, child conferencing and writing books. | DH  LD  EP & HF  EP & HF  EP and HF  KH | April 2020  Termly  April 2020  April 2020  Termly  Termly |
| 1. **Targeted support** | | | | | | |
| **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?** |
| **A**  “*At the heart of nurture is a focus on wellbeing and relationships. A drive to support the growth and development of children.”*  Nurture has had a positive impact on closing the gap of children with a focus on wellbeing and relationships. Nurture is our key approach to supporting behaviour, wellbeing, attainment and achievement for children who may have missed out on early life experiences.  Embedding and apply Nurture as a whole school approach. | Nurture staff to share their skills, specific knowledge and understanding including specific strategies and resources with staff and parents.  Development of effective transitional action plans written by a team around the child.  Commitment to Friday non-contact time to enable parental support to be actioned.  Parent Gym training is undertaken and program put into place for targeted families.  ELSA training and supervision sessions are attended.  Nurture staff to support across KS1 in the afternoons to boost Reading skills. | | Teacher Boxall reports identify children and track their progress.  Parent and child voice – feedback from questionnaires.  Case studies.  Staff feedback is supportive and positive.  Reduced CPOMs behavioural incidents.  Improved attendance of targeted children.  Positive reports including SEND review & Ofsted. | Future Nurture training identified and budgeted for.  Nurture leaders to attend cluster groups in family schools.  Staff meetings are timetabled to allow for dissemination of training and information.  Development of transition links have been included on action plan.  Parental & child feedback to be shared with all staff.  Non-contact time for Nurture Leaders to spend time in class supporting children and staff, sharing best practice. | Nurture Lead  SENCo  HT | July 2020 – Review Action Plan.  Terms 2, 4 and 6 Review Boxall Reports.  May 2020 – Review parent and child voice. |
| **Total budgeted cost**  **BG9 Nurture Lead £25,924.89**  **BG8 Nurture Support Practitioner £22,492.24**  **Training (ELSA, Talk for Writing, Nurture, Parent Gym) £3500**  **Funding allocated to offering free Breakfast Club places £1000.00**  **School visits, experiences & clubs £1500.00** | | | | | | **£54,417.13** |
| 1. **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?** |
| A, B & C | Termly staff meetings and pupil progress meetings focussed on tracking the progress of PP children.  Termly attendance monitoring and newsletter. Termly meeting with parents of persistently absent PP children  Free places in extracurricular clubs and breakfast club | | To maintain the profile of PP children across the school. To monitor their learning more frequently and for staff to support each other in identifying barriers to and gaps in learning as well as strategies to overcome them.  To have an in depth knowledge of attendance across the school, identify patterns and reasons for absence, identify actions to improve attendance and increase class teachers’ awareness of attendance.  Increase attendance by motivating children to attend school in order to go to clubs. Provide the opportunity for them to participate in activities that they may not otherwise. Increase attendance by getting children into school earlier and ready to learn. | Staff meeting minutes  SLT monitoring  Pupil Progress meetings  Termly monitoring by SLT  Tracking of who attends what clubs | HF & KH  HF  DHoll | Termly  Termly  Jan, April and July |
| Total costs toward non-contact time for MLT. Staffing costs for joint PPA time. Staffing costs of interventions groups and quality resources: To be funding from final PP payment. | | | | | |  |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **Quality teaching for all.** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Improved outcomes of children’s learning across the whole school.  **EYFS desired outcomes**  60% GLD  **KS1 desired outcomes**  72% pass phonics  75% Reading  70% Writing  70% Mathematics | New EYFS planning approach – In the Moment Planning.  Talk for Writing training for new staff. Peer 2 Peer support to share best practice.  Numicon training  Precision Teach training  Development of middle leadership.  Joint PPA sessions.  Joint NQT sessions. | 38% PP GLD compared to 74% NON PP  KS1 PP 62% Reading 31% Writing  Year 1 Phonics 80%  Reading and writing progress and attainment across the whole school has risen however, the attainment of PP writing is a key priority for 2019/2020  Consistently used in all classes. Children secure in early numbers skills are demonstrating a deeper understanding of number in Year 2. Good Level of progress being made by all PP children, average of more than 5 steps per year.  Middle leadership having a positive impact on monitoring. | Targets set were based on RWM and not all areas of GLD. Highest number of Reception children in Nurture compared to previous years. These children did not achieve their personal and social targets. Planning in the Moment to be enhanced with adult led activities based on developing phonic, reading, writing and maths skills.  More time to embed Talk for Writing training with a commitment to training new members of staff.  The teaching and learning of reading and writing skills needs to be interwoven.  Phonics achievement has greatly improved however, it seems we are not teaching to the test and children are not transferring the learning into writing activities. This will be a key priority of development in 2019/2020. |  |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Children attending Nurture go onto make a progress. | Nurture Provision | Children made accelerated level of progress based on their starting points.  Average steps progress for school year:  Reading 5 steps  Writing 5.5 steps  Maths 5.75 steps | Nurture provision has a positive impact on developing resilience, self-esteem and strategies for children to succeed in their learning.  Nurture support is planned for 2019/2020 however, it is planned to develop a more holistic approach to supporting the whole family as well as the individual child. | £48,000  Staffing costs |