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

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| 1. **Summary information November 2020** | | | | | |
| **School** | Broomhill Infant School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £ 51,960.00 | **Date of most recent PP Review** | October 2020 |
| **Total number of pupils as of September 2019** | 162 | **Number of pupils eligible for PP -** | **51 children 32%**  School aged pupils 36  Early Years pupils – 14 | **Date for next internal review of this strategy** | April 2020 |

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| 1. **Current attainment** | | | | | | | | | | |
| Current DIS Pupils attainment based on school Term 2 data | | | | | | *Disadvantaged Pupil Targets*  *2020/21* | | *DIS Pupils (Bristol & National averages 2020/21)* | | |
| **Reception 11 EYPP children**  **Good Level of Development 45%**  **ELG Reading 45%**  **ELG Writing 36%**  **ELG Maths 55%** | | | | | | **Reception – 50% achieving GLD**  **ELG Reading 50%**  **ELG Writing 40%**  **ELG Maths 55%** | | **% Bristol % National** | | |
| **Mainstream 10 PP children**  **Year 2 Reading expected standard 30%**  **Year 2 Writing expected standard 10%**   |  | | --- | | **Year 2 Maths expected standard 40%** |  |  | | --- | |  | | | | | | | **Mainstream PP Target 2021**  **Year 2 Reading Target 60%**  **Year 2 Writing Target 50%**  **Year 2 Maths Target 60%** | | **% Bristol % National** | | |
| **Year 2 Phonics Screening Result November 2020 (10 PP ch)**  **50% passed** | | | | | | **Mainstream PP Target June 2021 Phonics Screening Year 2 – 80%** | | **Bristol National** | | |
| **Year 1 Phonics Working at expected levels in Year 1 65 %** | | | | | | **Year 1 Phonics Target 71%** | | **Bristol National** | | |
| 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 Key Stage 1 children attending Nurture are disadvantaged. | | | | | | | | |
|  | | Speech, Language and Communication skills are below average when children join the school in Nursery. | | | | | | | | |
| **C.** | | Writing attainment is an area of particular weakness across our school, with PP children performing significantly lower than the rest of the cohort at all stages. Effects of not being in a learning environment that encourages children to develop fine motor skills through a balance of adult led and play activities has had a negative impact on the development of physical skills within Reception that is now evident in Year 1 children’s handwriting. Lockdown has also had a negative impact on the stamina and presentation of writing in Year 2. | | | | | | | | |
| 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 support alongside East Hub Children’s Centre. * 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. * 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. | | |
| 1. **Planned expenditure** | | | | | | | | | | |
| * **Academic year** | | | | **2020/21** | | | | | | |
| 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** |
| **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. Including the development of Forest Schools writing 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 2021  Termly  April 2021  April 2021  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.  Forest skills sessions for KS1 Nurture children – working alongside Junior School in preparation for transition of SEND PP children. | | 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**  **Forest Schools Level 2 Training £1000.00 budget towards school budget**  **Funding allocated to offering free Breakfast Club places £1000.00**  **School visits, experiences & clubs £1500.00** | | | | | | | | | | **£51917.13** |
| 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. | | | | | | | | | |  |