# Pupil premium strategy statement – Broomhill Infant School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 146 |
| Proportion (%) of pupil premium eligible pupils | 60 children 41% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Hayley Farthing |
| Pupil premium lead | Hayley Farthing |
| Governor / Trustee lead | Sapna Boden |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £78,570 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £7,830 |
| 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* | £86,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us provide high quality teaching, an exciting learning environment and broad and balanced curriculum that provides children to develop a love of learning, to achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:   * Early childhood experiences * Attendance * Academic attainment * Starting point of speech, language and communication skills   At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.  Although our strategy is focused on the needs of disadvantaged pupils, it benefits all pupils. Funding is spent on whole-school approaches, such as high-quality teaching, pastoral support and curriculum development. Through our approach the outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to move on into Key Stage 2. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Need for accelerated progress and improved attainment in reading, writing, phonics and maths. |
| 2 | Our assessments, observations and discussions with families and other professionals show that disadvantaged pupils are generally more likely to have delayed speech and language than non-disadvantaged pupils in our school. |
| 3 | Our assessments, observations and discussions with families and other professionals show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. |
| 5 | Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop early play skills, recognise and regulate their emotions. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment for disadvantaged pupils in all subjects, particularly maths, relative to their starting points as identified through baseline assessments and ongoing INSIGHT tracking. | Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. (Reading, Writing, Phonics and Maths)  An increase in the percentage of disadvantaged pupils working at ARE. |
| Improved speech and language skills for identified disadvantaged pupils. | All identified pupil premium children will  meet their personalised targets throughout the year, and this will raise their spoken language levels. |
| A high percentage of children in our resource base are disadvantaged. Our aim is for them use a range of communication systems to aid their understanding and to develop expressive communication skills. | Through achievement of EHC plan termly outcomes. |
| Improved mental health for all pupil premium children and removal of any emotional barriers that they may have, to enable them to make good progress in learning. | Boxall assessment, attainment and progress for all identified pupil premium children, who access Nurture and ELSA, will improve. |
| Pupil premium parents are more engaged and involved in all aspects of their child’s learning journey. | Children have improved support at home, which will impact on their learning in a positive way. |
| Improved attendance and punctuality of all pupil premium children. | The attendance of children identified as being persistently absent will improve. The punctuality of children identified as being persistently late will improve. |

## 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: £31445.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Additional adult in all 4 KS1 classrooms:*   * *pastoral support* * *high quality teaching as part of DELTA* * *high quality learning through continuous provision* | Regular, planned CPD for all teaching assistants to improve the quality of teaching and support for the children as part of the EEF DELTA programme – Year 2.  Development of purposeful and practical curriculum and continuous provision environment. | 1, 2, 3, 4, 5 |
| *Progressive Kid 1:1 weekly session* | ‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment’. EEF | 3, 4, 5 |
| *ELSA supervision* | 3, 4 |
| *Zones of Regulation* | 3, 4 |
| *Early Excellence Team*  *Training and monitoring.* |
|  | 1,2,3,4, 5 |

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

Budgeted cost: £35851

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Catch Up programme* | EEF 1:1 and small group targeted phonics, reading and writing intervention. | 1, 2, 3 |
| *EAL intervention* | 1:1 language sessions following the Better Bilingual strategies and approach. | 1, 2 |
| *Precision teaching* | Vygotsky suggested that effective teaching should be geared towards a learner’s ‘zone of proximal development’ (ZPD). Precision teaching and Pre-teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. Precision teaching also draws on Haring and Easton’s learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively. | 1, 2, 3 |
| *Pre-teaching* | 1, 2, 3 |
| *Numeracy Box* | EEF - The main benefits of the Number Box are: ‘Good self-esteem is maintained as children are supported from very early stages – before they have time to fail. Children have an opportunity each session to share knowledge and progress. Children manage the resources, encouraging them to become independent.’ | 1 |
| *Literacy Box* | Educational Psychologist “One major feature of the [Five Minute Box](https://www.fiveminutebox.co.uk/product/five-minute-literacy-box-including-cd-rom/) is that it was created within schools and empowers school staff. It is an easy to use package that provides an active learning experience for the children, yet provides detailed information for Stage 3 professionals in determining the need for individual intervention where necessary. Empirical evidence is showing excellent results where the Five Minute Box is being employed.” | 1, 2, 3 |
| *SMSA support reading* | National Literacy Trust ‘There can be few things as powerful as regularly reading to a young child. It has astonishing benefits for children: comfort and reassurance, confidence and security, relaxation, happiness and fun. Giving a child time and full attention when reading them a story or listening to them read, tells them they matter. It builds self-esteem, vocabulary and feeds imagination’  School Bug Club tracking identifies children that do not read regularly at home and require extra time in school. | 1, 2, 3 |

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

Budgeted cost: £61,144

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Nurture* | ‘We know that nurture helps children and young people to develop the vital social skills, confidence and self-esteem needed for them to become ready to learn. This tried and tested method is underpinned by both theory and research in order to make a practical difference in pupils' lives by ensuring they have the support they need to flourish.  We have been at the forefront of the nurture movement for over 50 years and our work has impacted the lives of children and young people across the UK.’ | 3, 4, 5 |
| *ELSA* | This initiative, developed by Sheila Burton, has been promoted locally by the educational psychology team in Bristol. It supports schools to apply psychology of children’s emotional and behavioural developments to particular areas of need through individual short-term interventions. | 3, 4, 5 |
| *Family Friday programme* | Our strategy recognises the needs of different groups of parents and consider the challenges/barriers that prevents them from becoming involved and engaged in their child’s learning and the life of the school. | 3, 4, 5 |
| *Free breakfast club* | New IFS research finds that providing school breakfasts free to all children in disadvantaged English primary schools helps pupils to make two months’ additional progress over the course of a year. These gains seem to be driven by better behaviour and concentration in the classroom, meaning that even students who don’t eat breakfast at school can benefit from the improved learning environment. These benefits come at a low cost relative to other programmes with a similar impact on attainment. | 1,2,3,4,5, |
| *Eligible 2 year old places funded in Nursery x4 children* | Early Intervention Foundation ‘The early years – from pre-birth until starting school – is a critical period in terms of a child's development, as they form bonds with their parents, develop language skills and other cognitive functions, and establish behavioural patterns. Gaps that emerge in the early years can persist into the school years and beyond. Early intervention has a vital role to play in identifying children who may be showing atypical development, and in helping to develop the skills and competencies that set a child up for life | 1,2,3,4,5 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Key Objectives:  • Ensure high quality teaching effectively diminishes differences  • Provide high quality language development opportunities  •Raise disadvantaged children’s attainment in Spoken Language, Reading, Writing and Maths  • Provide high quality targeted intervention.  Early Year attainment    Year 1 Phonics    Year 2 Phonics    Key Stage 1 attainment |