



# BROADWAY FIRST SCHOOL

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## IMPACT OF PUPIL PREMIUM

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those that do not fall in to this group.

The funding is provided to schools, which decide how best to spend this according to local needs.

This year our school budget included an actual total Pupil Premium of £23,040. (Please note that the projected grant was £34,920). Below is a summary of the way we have used this funding to support our pupils' learning.

	Children on Free School Meals/Ever 6	Looked After Children	Children From Service Families	Total
Number of Children	17		2	19
Pupil Premium Funding Received	£22,440		£600	£23,040

<b>Actions taken and target pupil group</b>	<b>Cost</b>	<b>Impact on learning outcomes</b>	<b>Evidence: pupil attainment &amp; progress</b>
Residential trip funding	360.00	Children in receipt of pupil premium were able to attend.	Photographs of residential trip on website illustrating how children personally challenged themselves in outdoor pursuits. <i>Sutton Trust EEF- Outdoor Adventure Learning +3 months</i>
Funding for clubs (French and sports club)	84.00	Pupil children able to attend sports clubs and French club	Widening participation in school, link to Children's University.

			<i>Sutton Trust EEF- Extending School Time +2 months</i>
Wraparound club funding (with breakfast in the morning and light tea in evening).	2,910.00	Support with building friendships, improved attendance/reduced lateness.	Support plans and attendance certificates for individual children. <i>Sutton Trust EEF- Extending School Time +2 months</i>
FSM for children in Years 3-5	4,097.80	Promotes healthy eating and potentially has an impact on educational attainment.	Research suggests that this can lead to improved attainment – up to two months on average for disadvantaged groups. (Kitchen et al., p80, 91)
Milk for FSM children	359.39	Government requirement	
Funding for TA3, who is responsible for:	16,881.25		
Homework Club (2 hours per week)			Sutton Trust, Homework Club, Primary +2 months
Behaviour Intervention		Jellybean Jamboree, Anger Management, Self Esteem and Individually Tailored Support Programmes.	Children at risk of exclusion successfully supported.  Positive relationships built with a range of parents – at times this has enabled us to improve things for the children. For example, the TA has worked with some parents to improve their child's attendance.  Sutton Trust, Behaviour Intervention, +4 months
Dyslexia Pathway		Going through the pathway with individual children that are flagged by any staff/parent.	One child – formal diagnosis of dyslexia. Three other children supported also.
Positive People		Children feel more secure. It covers things like dealing with family change, changes in where you go to school and being a twin. They develop a more positive	Children's work. Children set their own targets to achieve and celebrate their successes in a small group. This leads to confidence to discuss their feelings.

		image of themselves and develop strategies for dealing with change.	
Talking: Time to Talk; Becoming a Confident Speaker; and Speech and Language 1:1 support		With the younger children the focus is on developing friendship groups. It is also to build positive relationships with a key member of staff with pastoral responsibility.  Child has time for individual targets.	Children's work. Children are able to discuss their likes and dislikes confidently.  1:1 support – children achieve SALT targets.
Streamed phonics.		Supported Y1 with phonics intervention.	All children in Y2 that required retesting passed. 83.3% of children in Y1 passed in 2015.
Rapid Reading		There are rapid reading groups for Y1, Y2, Y3, Y4 and Y5. The focus is on regular reading and developing comprehension skills.	Children's books.  Spring 2016 data shows that in year groups where there is comparable data for the summer before pupil premium children are closing the attainment gap with their peers, in many cases making more progress than the non pupil premium group.
First Class At Number		Kinaesthetic approach to determine gaps in learning and address them so that the children's knowledge and understanding of number is improved.  This includes children making their own resources which they can then use in class.	Gaps in learning are closed. Once gaps in knowledge are addressed children no longer require intervention and are able to approach class work with more confidence.
TA Representative		The TA attends staff meetings then holds TA meetings to feed back. She also takes TA concerns to SLT/staff meetings as appropriate.	More collegial working.
Deputy Safeguarding Lead/Trained in		Staff, pupils and some parents are supported with safeguarding/emotional	Staff are more confident with airing niggles that are not 'red flag' safeguarding concerns.

Counselling Skills		health/wellbeing concerns.  Additional training has been attended.	The TA has set up opportunities for staff to work together to support children. (For example, if a child has had a bereavement then staff check that they are ok at playtimes – this might mean that they just check that they are playing with their friends).
Total	<b>24,692.44</b>	(£ 1,652.44 overspend due to change in allocation mid year)	

Please note that due to the difference between the actual and the predicted budget, funding from elsewhere has been used for Children’s University Membership, Achievement for All fees and the costs associated with Inspire Workshop and Book and Biscuit sessions.

## References

Kitchen et al., (2010) *Evaluation of the Free School Meals Pilot: Impact Report* [online]. DfES. (Available at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/184047/DFE-RR227.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/184047/DFE-RR227.pdf) (Accessed April 2016).

Higgins, S., Katsipataki, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation [online]. Available at: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> (Accessed April 2016)