

Pupil Premium Statement for Broadway First School

1. Summary Information					
School	Broadway First School				
Academic Year	2020-21	2020-21 PP Allocation Carried forward	£37,970 £ 7,539	Date of most recent PP Review	October 2020
		Total Pupil Premium Budget	£45,509		
Total Number of Pupils	96	Number of pupils eligible during 20-21 academic year	22 + 2 Ever 6 on roll	Date for next internal Review	September 2021

2. Attainment from 2019-2020 Data (24 + 3 Ever 6 on roll during last academic year)			
ARE/ARE+ for PPG (% of children at ARE+)	Pupils eligible for PPG at Broadway	Non PPG pupils at Broadway	National / LA Data
% achieving GLD in Reception (6 PP children)		Due to Covid-19 pandemic, all data was suspended nationally for the 2019-20 academic year.	
% achieving expected standard in Year 1 Phonics check (4 PP children)			
% achieving ARE/+ in Reading at the end of Key Stage 1 (6 PP children)			
% achieving ARE/+ in Writing at the end of Key Stage 1 (6 PP children)			
% achieving ARE/+ in Mathematics at the end of Key Stage 1 (6 PP children)			
% of Year 2 achieving expected standard in Phonics re-take (1 PP child)			

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school Barriers</b>	
<b>A.</b>	Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.
<b>B.</b>	There are a number of DA pupils who are identified as being both eligible for the PP grant and who are on the school's SEND register leading to multiple barriers to learning, progress and attainment. In addition, there are a number of pupils who have joined the school from varying educational backgrounds and who have significant gaps in their learning.
<b>C.</b>	Reception Baseline levels for many areas of the Early Years Foundation Stage curriculum in both the prime and specific areas are below age-related expectations in Reception, with Communication and Language and Speech being significant barriers for a large proportion of DA pupils.
<b>External Barriers</b>	
<b>D.</b>	Attendance of DA pupils is broadly in line with school average. However, there are records of poor attendance for some families and this reduces children's school hours and has historically been a barrier to children's progress.
<b>E.</b>	In some cases, parental engagement with school of DA pupils is low, with a need to improve understanding of how to support children; parental attitude to school is often influenced by their own negative experiences of school.
<b>F.</b>	Many pupils do not have access to additional opportunities which are needed to provide a rounded education and the characteristics which lead to successful employment in the future.
<b>G.</b>	Some children in this group do not have consistent access to healthy food and drink options.

<b>4. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
<b>A.</b>	Increased parental support and engagement/involvement in all aspects of school life, including support of homework, attendance at Inspire Workshops, Parents' evenings and other shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> <li>Increased voluntary attendance of parents of DA eligible pupils at Inspire Workshops, class assemblies, information evenings, parents' evenings, and classroom based activities.</li> <li>Increased Parental Support of homework activities and learning in school.</li> </ul>
<b>B.</b>	Increased opportunities for DA pupils to access non-curricular activities in order to broaden knowledge and understanding of the world and to develop skills for life.	<ul style="list-style-type: none"> <li>Greater % of DA pupils attending extra-curricular clubs.</li> <li>Opportunities provided for pupils to experience a range of experiences, e.g Residential trip for Year 4/5, class trips, music lessons, etc.</li> </ul>
<b>C.</b>	Improved attendance rates for DA pupils, which are in line with attendance rates for non-DA pupils.	<ul style="list-style-type: none"> <li>Attendance figures for DA pupils continue to increase from 94.75% (2018-19) to above 95.5% in line with whole school at the end of the 2019-2020 academic year.</li> <li>Persistent absenteeism for DA pupils will reduce.</li> </ul>
<b>D.</b>	Increased % of pupils eligible for the PP grant achieving ARE/+ at the end of the academic year in order to close the gap between PPG eligible children and their peers.	<ul style="list-style-type: none"> <li>Increased % of DA pupils without multiple barriers to learning achieving ARE/ARE+ in Reading, Writing and Maths.</li> <li>Greater Depth in Reading, Writing and Maths.</li> <li>Increased participation in extra-curricular clubs over the year</li> </ul>
<b>E.</b>		

## 5. Planned expenditure

<b>Academic year</b>		<b>2020-21</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<b>Increased progress and attainment of pupils across the school through improving quality first teaching for all pupils</b>	Develop strategies of effective feedback and assessment of children enabling rapid progress for all pupils.  NLE to work with teachers in all classes.	EEF toolkit demonstrate all forms of feedback have very high effects on learning (high impact for very low cost: +8 months)  EEF 2019 Guide to the Pupil Premium Strategy suggests:  Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	NLE employed to work with staff on effective assessment for learning and Quality First Teaching strategies.  £370 per session x 8 sessions = £2960	LP	Ongoing as part of monitoring and assessment cycle.
<b>Improve the quality of lessons through resources for all</b>	The purchase of resources to enhance the quality of lessons for all children.	Quality resources aid teacher modelling and deepen understanding. High quality teaching resources will inspire and motivate pupils and engage pupils in a wider range of subjects.	Subject leaders will audit current resources to look for gaps  A list of resources required to enrich and fulfil the school's curriculum intent will be created by each leader.	All teachers SLT	Termly

			Resources will be prioritised by SLT to ascertain greatest impact based on pupil needs.  Future monitoring will check the impact high quality resources have on the quality of lesson delivery.		
<b>Improve the rate of progress in phonics</b>	Teachers and TAs to quickly identify children's strengths and areas to develop through baseline activities. Children then targeted to improve outcomes.	Effective phonics teaching through a systematic programme builds the foundation for early reading and writing.  Read Write Inc Phonics is the school's chosen approach for the 2020-21 academic year and beyond.  Staff have received specific training to improve pedagogical knowledge of how phonics is developed. Targeted teaching helps improve outcomes for all but will hugely benefit DA children.	Monitoring by SLT and the English lead. Assessment on a half termly basis will identify effective progress.  Further training and Development Days as required.	LN LF	Half termly
<b>Increase expertise for developing speech and language, particularly in EYFS and KS1</b>	Children's speech and language therapy service to include training for school staff, support at a whole class level, supporting the delivery of targeted interventions, speech and language therapy assessments and intervention for individual children.	Supporting staff through specific CPD improves the quality of pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.  High quality delivery by S&L specialist to target children with biggest need.		All	Termly
					20,500

<b>ii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<b>Improved self-esteem and readiness to learn</b>	<p>Breakfast and after school clubs offered to identified families eligible for PPG funding.</p> <p>Intervention groups such as Time to Talk and Jellybean Jamboree used with identified pupils.</p>	<p>A proportion of children come to school having had little support from home or have experienced unsettling incidents before school starts. Nurture groups/Breakfast Clubs allow staff to ensure pupils have eaten breakfast, are at school on time and are ready for learning.</p> <p>(EEF suggest there is some impact: +4 months)</p>	<p>The wraparound provision is managed closely. Discussions amongst staff will highlight vulnerable pupils. Meetings with parents will ensure this opportunity is offered to those that will benefit most.</p> <p>Intervention groups will be delivered to targeted pupils and monitored, for example via IPM targets.</p>	LN HD	Termly
<b>To close gaps for identified children through support in reading writing and maths.</b>	Internal progress data shows that some pupils are not making sufficient progress. The use of targeted support will ensure specific pupils receive the support they need to close gaps.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	Group targets will be monitored and assessed at the end of the unit of work. This information will inform the class teacher of progress made and lead to new targets being created.	LN HD	Termly
<b>Increased opportunities for children to attend a range of clubs to broaden extra-curricular experiences</b>	Track and review the allocation of clubs engaged to provide further opportunities as appropriate.	The overall impact of sports participation on academic achievement tends to be positive but low. Participating in sports and physical activity is likely to have wider health and social benefits.	Registers of attendees to track if targeted pupils are impacted.	HD AG	Monitored throughout the year once clubs recommence

	<b>Clubs suspended at this time whilst under Covid-19 guidelines.</b>				
<b>Increase parental engagement to support learning</b>	<p>Use of Accelerated Reader, TimesTables.co.uk, topic related homework, homework club, parent workshops.</p> <p><b>Some elements of parental engagement seriously hindered due to Covid-19 restrictions.</b></p>	<p>Accelerated Reader and TimesTables.co.uk can be accessed at home after use in specific year groups.</p> <p>The EEF suggests a possible +3 month positive impact although the school recognises that parental support and engagement significantly impacts a child's self-esteem and confidence at school.</p>	<p>All parents on an IPM meet with teaching staff to discuss targets and how support can be given at home.</p> <p>Workshops will be incentivised to attract hard to reach parents to attend.</p> <p>Homework club will support disadvantaged and vulnerable pupils who receive little parental support. Attendance to be monitored.</p>	All	Impact measured in July 2020
<b>Targeted support for most vulnerable families and pupils</b>	Pastoral and Safeguarding Lead to work with most vulnerable families.	Parental engagement and signposting to the right early help intervention crucial in family support.	<p>Sessions can be arranged with those families seeking support. Records of meeting and Early Help referrals and other signposting.</p> <p>Developing relationships as appropriate and strengthening home-school relationships.</p>	HD	Records Feedback
<b>Thrive Sessions to support identified pupils with wellbeing and emotional need</b>	Use of Thrive strategies will identify children in most need and tailor programme to address these needs.	<p>Thrive was shown to close the gap for vulnerable children (McGuire Snieckus, Bath Spa University, 2018), reporting the following outcomes:</p> <ul style="list-style-type: none"> <li>Significant improvement in strengths and difficulties questionnaire assessment: emotional symptoms, peer relationships, conduct, attention and pro-social behaviour</li> </ul>	Monitoring and assessment records to show progress against needs and impact in other areas of school life.	LN/HD	

		<ul style="list-style-type: none"> <li>• Significant improvements in behaviour indices: attendance, managing feelings, listening and attentions, managing relationships, understanding and self-confidence</li> <li>• Academic attainment, maths, reading, writing, and speaking scores significantly improved post-training, closing the attainment gap for this vulnerable group.</li> </ul>			
					£20,909

<b>iii. Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<b>Increased attendance rate for those eligible for PPG funding</b>	<p>EWO enlisted to support specific families with low attendance rates.</p> <p>Encourage families to follow school procedures for reporting absence.</p> <p>Termly meetings with parents whose children fall into the persistent absence category.</p>	<p>It has been proven that poor attendance has a negative impact on learning.</p> <p>Ofsted state that successful schools provide support for attendance.</p>	<p>Attendance will be reviewed monthly with parents spoken to as required. Letters will be sent out as per policy and meeting arranged if improvements are not seen.</p> <p>EWO support for targeted families</p>	LP	<p>Attendance is monitored throughout the year and families targeted for support.</p> <p>EWO Termly package - £600</p>
<b>Increased recognition of all disadvantaged children across school with a greater</b>	Creation of detailed list for all staff to be circulated.	The increasing number of children falling into the disadvantaged category means that all staff need to be more aware of the needs of the	Data analysis and pupil progress meetings will identify progress and plan for support to meet the needs of the children.	HD/LN/LP	Part of data analysis and monitoring cycles.

<b>understanding of barriers to learning</b>	Data analysis and pupil progress meetings to aid target setting and support individual needs.	children and the potential barriers to learning.	To track the differences in progress and attainment between children in this group and those that are not.		
<b>Wider life experiences and opportunities for PPG pupils</b>	Funding/supporting enrichments activities such as trips, music tuition, trips, residential trips and the like.	The school recognises that some children have narrower life experiences than others. Although this type of support has been seen to have less impact than other strategies, the school feel that all children should be able to broaden their understanding of the world through life experiences and an increase to their cultural capital.	Discussions with staff to raise awareness that gaps are not purely academic.  Pupil feedback will allow the impact on individuals to be communicated to show value.	HD AG	Ongoing throughout the year.
<b>Healthy Lifestyles</b>	To ensure that milk & fruit is offered to pupils that are eligible.	It is recognised that some children require assistance in making healthy choices. Supplying milk and fruit to eligible children will provide the opportunity for these pupils to gain benefits from this choice.	Record of children that take up this offer recorded.	HD AG	
					£4100

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2019 – 2020 – Grant received £30,360</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.</i>	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>Increased progress and attainment of pupils across the school through improving quality</b>	Develop strategies of effective feedback enabling rapid progress for all pupils.	Feedback and marking policy was updated in September 2019 and implemented throughout the year. Monitoring showed greater consistency of its implementation.	The school will continue with plans to involve external skilled professionals to lead work on effective assessment and Quality First Teach strategies.	0 – Money to be carried forward

<p><b>first teaching for all pupils</b></p>	<p>SLE to work with teachers in Year 1/2 and Year 4/5.</p> <p>NQT – Induction programme and additional NQT training sessions.</p>	<p>Senior Leader of Education (SLE) input was cancelled due to coronavirus lockdown.</p> <p>All end of year data was postponed along with delivery of the curriculum due to coronavirus lockdown.</p> <p>Newly qualified teacher successfully completed induction programme.</p> <p>One teacher successfully completed NPQ Senior Leadership.</p>	<p>Staff to continue CPD focussing on professional qualifications and specific training to meet the needs of the school.</p>	
<p><b>Improve the rate of progress in Reception</b></p>	<p>Teachers and TAs to quickly identify children’s strengths and areas to develop through baseline activities. Children then targeted to improve outcomes.</p>	<p>At the time of lockdown, GLD (Good Level of Development) was on track to meet national average.</p> <p>75% of disadvantaged children had met their termly targets.</p> <p>Welcomm speech screening package purchased allowing all children to be assessed once children return to school and training for key staff in school.</p>	<p>The effect of lockdown has meant many actions are behind schedule. The impact of Welcomm is unable to be measured at this time.</p>	<p>Welcomm - £807.59</p>
<p><b>Increase the subject expertise through CPD opportunities.</b></p>	<p>Subject leaders to identify gaps in staff knowledge. To create a plan to improve subject specific knowledge through training.</p>	<p>Dyspraxia Training</p> <p>All staff – CSE and FGM online training</p> <p>SENCO Leader course, SENCO Leadership Development Programme</p> <p>Trevor Davies curriculum/subject leader</p> <p>Karen Wilding EYFS/KS1 Maths Masterclass - Creating Consistent Practice in Teaching Essential Number Sense for Calculation</p> <p>Bengeworth subject leadership</p>	<p>To further use PP funding to deliver quality training experiences to staff.</p>	<p>£30</p>



<b>broaden extra-curricular experiences</b>	opportunities as appropriate.			
<b>Increase parental engagement to support learning</b>	Use of Accelerated Reader, TimesTables.co.uk, topic related homework, homework club, parent workshops.	<p>Homework completion – Volunteer lunch club increased homework completion for up to 10 children during spring term.</p> <p>Parent workshops- Inspire workshops and class assemblies continue to see high attendance rates from a wide range of parents.</p> <p>Specific academic workshops see a wide variance in attendance:-</p> <p>Times tables workshop for Y3/Y4 parents – 40% of PP parents attended.</p> <p>Reception Reading workshop - 8/15 parents attended – 2/5 PP parents attended.</p> <p>Reception Maths workshop – 4/15 parents attended – 2/5 PP parents attended.</p> <p>After-school reading session inviting parents to share a book in school with their child. Initially well attended but classes saw a decrease in participation.</p>	<p>Requires volunteer to cover this session.</p> <p>Difficulties in attracting parents to school for academic based workshops.</p>	
<b>Targeted support for most vulnerable families and pupils</b>	Employment of Pastoral Support professional to work with most vulnerable families.	The creation of a Pastoral and Safeguarding Lead position has been created with effect from September 2020.		£8287.10

		<p>During the 2019-20 academic year, X families/children were supported.</p> <ul style="list-style-type: none"> <li>• Christmas hampers for disadvantaged families.</li> <li>• Supplied uniforms &amp; PE kits for disadvantaged families.</li> <li>• Worked with 10 parents to support and signpost.</li> <li>• Early Help check ins with 3 families.</li> <li>• Working alongside middle school to co-ordinate early help plan.</li> <li>• Organised food parcels.</li> <li>• Liaised with housing association to arrange repairs.</li> </ul>		
<b>Thrive Training</b>	To train a member of staff to deliver the Thrive programme in school.	Staff member successfully trained ready to implement programme in next academic year.	The impact of this training will be monitored throughout the next academic year.	£1,573.20
<b>Addition - Response to lockdown</b>		<p>Families targeted to attend school during lockdown period –</p> <p>6 PP children Other families received check ins and home learning.</p> <p>From June – school reopened for EYFS and Y1 as per government directives. Attendance approximately 33% during this period, above national and county average.</p> <p>All PP children received free school meals during this period with voucher scheme implemented throughout holidays.</p>	In the event of further lockdown, school will continue to monitor this group of children and ensure needs are met, both academically and wider needs.	£4143.55
				<b>Total £21,300</b>
<b>iii. Other approaches</b>				

Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
<b>Increased attendance rate for those eligible for PPG funding</b>	<p>EWO enlisted to support specific families with low attendance rates.</p> <p>Encourage families to follow school procedures for reporting absence.</p> <p>Termly meetings with parents whose children fall into the persistent absence category.</p>	<p>PP attendance – 95.5% (non PP 95.25%), September until lockdown. An increase from 94.75% (2018-19).</p> <p>In school letters and meetings with targeted families were carried out. Evidence of improvements across year.</p> <p>Child 1 Attendance (Dec) 78.5 – 86.7 (Mar) Child 2 Attendance (Dec) 88.4 – 89.70 (Mar)</p> <p>EWO support suspended due to lockdown.</p> <p>Communication systems in place to allow parents to communicate easily when children are absent.</p>	<p>To continue EWO involvement with families that record persistent absence. To increase the hours available to have a bigger impact on attendance of targeted families.</p>	<p>EWO – £183</p>
<b>Increased recognition of all disadvantaged children across school with a greater understanding of barriers to learning</b>	<p>Creation of detailed list for all staff to be circulated.</p> <p>Data analysis and pupil progress meetings (PPMs) to aid target setting and support individual needs.</p>	<p>Increasing awareness of children's needs.</p> <p>PPMs highlighted gaps and informed intervention groups.</p>	<p>To increase staff accountability for outcomes of PP group. Half termly review of PP children against academic and non-academic checklist. Issues to be addressed and impact recorded.</p>	<p>£500</p>
<b>Wider life experiences and opportunities for PPG pupils</b>	<p>Funding/supporting enrichments activities such as trips, music tuition, trips, residential trips and the like.</p>	<p>All children were able to access trips/enrichment opportunities made available throughout the year including the panto visit, visitors to school, Avoncroft museum, etc increasing levels of engagement in school life.</p>		

<b>Healthy Lifestyles</b>	To ensure that milk is offered to pupils that are eligible.	Milk offered to all PP children that are not eligible by age.		
				<b>Total £683 (2377 unspent)</b>
				<b>Carried Forward to 2020-21 £7539.41</b>

<b>7. Additional detail</b>
<p>In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.</p> <p>The introduction of a national lockdown in March 2020 meant that some strategies did not take place or were disrupted. The national curriculum and data was suspended as a result and the focus of school's changed during this period. Consequently, job roles and aims adapted to meet the needs of children during this time.</p>