

Pupil Premium Statement for Broadway First School

1. Summary Information					
School	Broadway First School				
Academic Year	2019-20	Total Pupil Premium Budget	£30,360	Date of most recent PP Review	Feb 2020
Total Number of Pupils	101	Number of pupils eligible	23	Date for next internal Review	July 2020

2. Attainment from 2018-2019 Date			
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 (3 PP children)	100%	71.4%	National all pupils 72% Nat FSM pupils 56% Nat Non-FSM 75% Worcs FSM – 52% Worcs Non-FSM – 75%
% achieving expected standard in Year 1 Phonics check (6 PP children)	83.3%	66.6%	National all pupils 82% Nat Disadvantaged pupils 71% Nat Non-Disadvantaged 84% Worcs Disadvantaged – 68% Worcs Non-Disadvantaged – 85%
% achieving ARE/+ in Reading at the end of Key Stage 1 (3 PP children)	66.7%	94.9%	National all pupils – 76% Nat Disadvantaged pupils 62% Nat Non-Disadvantaged 78% Worcs Disadvantaged – 56% Worcs Non-Disadvantaged – 79%
% achieving ARE/+ in Writing at the end of Key Stage 1 (3 PP children)	33.3%	88.9%	National all pupils – 69% Nat Disadvantaged pupils 55% Nat Non-Disadvantaged 73% Worcs Disadvantaged – 48% Worcs Non-Disadvantaged – 74%
% achieving ARE/+ in Mathematics at the end of Key Stage 1 (3 PP children)	66.7%	88.9%	National all pupils – 76% Nat Disadvantaged pupils 62% Nat Non-Disadvantaged 79% Worcs Disadvantaged – 57% Worcs Non-Disadvantaged – 80%

% of Year 2 achieving expected standard in Phonics re-take (1 PP child)	100%	100%	National all pupils – 91% Nat Disadvantaged pupils 85% Nat Non-Disadvantaged 93% Worcs Disadvantaged – 58% Worcs Non-Disadvantaged – 79%
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3. Barriers to future attainment (for pupils eligible for PP)	
In-school Barriers	
A.	Specific gaps in learning for a small number of identified pupils eligible for the PP grant which prevent them from achieving ARE/+.
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.
C.	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.
External Barriers	
D.	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.
E.	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.
F.	Many pupils do not have access to additional opportunities needed to provide a rounded education and the characteristics which lead to successful employment in the future.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	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"> Increased voluntary attendance of parents of DA eligible pupils at Inspire Workshops, class assemblies, information evenings, parents' evenings, and classroom based activities. Increased Parental Support of homework activities and learning in school.
B.	Increased opportunities for DA pupils to access noncurricular activities in order to broaden knowledge and understanding of the world and to develop skills for life.	<ul style="list-style-type: none"> Greater % of DA pupils attending extra-curricular clubs. Opportunities provided for pupils to experience a range of experiences, e.g Residential trip for Year 4/5, class trips, etc.
C.	Improved attendance rates for DA pupils, which are in line with attendance rates for non-DA pupils.	<ul style="list-style-type: none"> Attendance figures for DA pupils continue to increase from 95% to above 95.5% in line with whole school at the end of the 2019-2020 academic year. Persistent absenteeism for DA pupils will reduce.

D.	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"> Increased % of DA pupils without multiple barriers to learning achieving ARE/ARE+ in Reading, Writing and Maths. Greater Depth in Reading, Writing and Maths. Use of national data captures and internal data to track progress. Increased participation in extra-curricular clubs over the year
E.		

5. 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.					
i. 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?
<p>Increased progress and attainment of pupils across the school through improving quality first teaching for all pupils</p>	<p>Develop strategies of effective feedback enabling rapid progress for all pupils.</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>Education Endowment Foundation (EEF) toolkit demonstrates all forms of feedback have very high effects on learning (high impact for very low cost: +8 months). EEF states that 8 months of progress can be made upon successful implementation of this strategy.</p> <p>EEF 2019 Guide to the Pupil Premium Strategy suggests:</p> <p>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</p>	<p>SLE daily fee £350 x 4 sessions = £1400</p> <p>SLE will work with the headteacher to highlight specific areas to focus on with chosen staff.</p> <p>Chosen areas linked to whole school improvements.</p>	<p>LP</p>	<p>Ongoing as part of monitoring and assessment cycle.</p> <p>Termly progress meetings.</p> <p>Annual appraisal cycle including mid-point review.</p>

		for the Pupil Premium.			
Improve the rate of progress in Reception	Teachers and TAs to quickly identify children's strengths and areas to develop through baseline activities. Children then targeted to improve outcomes.	The school wants to increase GLD and also the number of children that reach the exceeding level.	SENCO will focus monitoring activities on the effectiveness of TA support and the effects on progress. This will include observations of TA sessions, analysing IPM performance, tracking data for this group of children. Focussed training for EYFS staff.	LN LF	Annual appraisal cycle including mid-point review. Termly data captures to evidence progress. Review of interventions – IPMs termly.
Increase the subject expertise through CPD opportunities.	Subject leaders to identify gaps in staff knowledge. To create a plan to improve subject specific knowledge through training.	Supporting staff through subject-specific CPD improves the quality of pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.	The use of knowledge audits will identify gaps and allow leaders to plan training to suit needs.	All subject leaders	Ongoing with termly reviews of action plans.
			£6000		

ii. 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?
Improved self-esteem and readiness to learn	Breakfast and after school clubs offered to identified families eligible for PPG funding. Intervention groups such as Time to Talk and Jellybean	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.	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. Intervention groups will be delivered to targeted pupils and	LN HD	Ongoing with termly reviews of IPMs.

	Jamboree used with identified pupils.	(EEF suggest there is some impact: +4 months)	monitored, for example via IPM targets.		
To close gaps for identified children through support in reading, writing and maths.	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 be used to inform the class teacher of progress made and lead to new targets being created.	LN HD	Termly
Increased opportunities for children to attend a range of clubs to broaden extra-curricular experiences	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
Increase parental engagement to support learning	Use of Accelerated Reader, TimesTables.co.uk, topic related homework, homework club, parent workshops.	Accelerated Reader and TimesTables.co.uk can be accessed at home after use in specific year groups. They do not necessarily need parental engagement at home for the child to be able to access. 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.	All parents on an IPM meet with teaching staff to discuss targets and how support can be given at home. Workshops will be incentivised to attract hard to reach parents to attend. Homework club will support disadvantaged and vulnerable pupils who receive little parental support. Attendance to be monitored.	All	Impact measured in July 2020

Targeted support for most vulnerable families and pupils	Employment of Pastoral Support professional to work with most vulnerable families.	Parental engagement and signposting to the right early help intervention crucial in family support.	Sessions can be arranged with those families seeking support. Records of meeting and Early Help referrals and other signposting. Developing relationships as appropriate and strengthening home-school relationships.	HD/LN	Records Feedback
Thrive Training	To train a member of staff to deliver the Thrive programme in school.	Thrive was shown to close the gap for vulnerable children (McGuire Snieckus, Bath Spa University, 2018), reporting the following outcomes: <ul style="list-style-type: none"> • Significant improvement in strengths and difficulties questionnaire assessment: emotional symptoms, peer relationships, conduct, attention and pro-social behaviour • Significant improvements in behaviour indices: attendance, managing feelings, listening and attentions, managing relationships, understanding and self-confidence • Academic attainment, maths, reading, writing, and speaking scores significantly improved post-training, closing the attainment gap for this vulnerable group. 	Initially, enrolment and successful completion of the training programme will be required.	LN/HD	Thrive programme can only be delivered once staff have achieved the qualification. Target for this is: Enrolment by May 2020 Completion by October 2020 Thrive intervention to commence upon completion.
			£21300		

iii. 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?
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<p>Increased attendance rate for those eligible for PPG funding</p>	<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>	<p>LP</p>	<p>Attendance is monitored throughout the year and families targeted for support.</p>
<p>Increased recognition of all disadvantaged children across school with a greater understanding of barriers to learning</p>	<p>Detailed list of all disadvantaged children to be drawn up and circulated to all staff in confidence.</p> <p>Data analysis and pupil progress meetings to aid target setting and support individual needs.</p>	<p>The increasing number of children falling into the disadvantaged category means that all staff need to be more aware of the needs of the children and the potential barriers to learning.</p>	<p>Data analysis and pupil progress meetings will identify progress and plan for support to meet the needs of the children.</p> <p>To track the differences in progress and attainment between children in this group and those that are not.</p>	<p>HD/LN/LP</p>	<p>Part of data analysis and monitoring cycles.</p>
<p>Wider life experiences and opportunities for PPG pupils</p>	<p>Funding/supporting enrichments activities such as trips, music tuition, trips, residential trips and the like.</p>	<p>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.</p>	<p>Discussions between staff to raise awareness that gaps are not purely academic.</p> <p>Pupil feedback on the impact experiences have on individuals to be communicated to show value.</p>	<p>HD AG LP</p>	<p>Ongoing throughout the year.</p>

Healthy Lifestyles	To ensure that milk is offered to pupils that are eligible.	It is recognised that some children require assistance in making healthy choices. Supplying milk 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	On a needs basis.
			£3060		
Overall total			£30,360		