

Pupil Premium Statement for Broadway First School

1. Summary Information					
School	Broadway First School				
Academic Year	2021-22	2020-21 PP Allocation Carried forward	£30,935 £11,491.55	Date of most recent PP Review	October 2021
		Total Pupil Premium Budget	£42,426.55		
Total Number of Pupils	94	Number of pupils eligible during 20-21 academic year	23	Date for next internal Review	September 2022

2. Attainment from 2019 due to this being last statutory capture with the exception of December 2020 phonics screening.			
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 (Cohort 10 children, 70% GLD, 4 PP children)	75%	67%	National all pupils 72% Nat FSM pupils 56% Nat Non-FSM 75% Worcs FSM – 52% Worcs Non-FSM – 75%
% achieving expected standard in Year 2 Phonics check – Autumn 2020 (Cohort 11 children, 83% passed, 3PP children)	100%	78%	(Not 2019/2020 data) 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 (Cohort 21 children, 86% passed, 3 PP children of which 33% SEND)	67% 100% non-SEND	94%	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 (Cohort 21 children, 86% passed,	33% 50% non-SEND	89%	National all pupils – 69% Nat Disadvantaged pupils 55% Nat Non-Disadvantaged 73%

3 PP children of which 33% SEND)			Worcs Disadvantaged – 48% Worcs Non-Disadvantaged – 74%
% achieving ARE/+ in Mathematics at the end of Key Stage 1 (Cohort 21 children, 86% passed, 3 PP children of which 33% SEND)	67% 100% non-SEND	89%	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 (3 children, 1 PP/SEND child)	100%	100%	National all pupils – 91% Nat Disadvantaged pupils 85% Nat Non-Disadvantaged 93% Worcs Disadvantaged – 58% Worcs Non-Disadvantaged – 79%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school Barriers	
A.	Specific gaps in learning for 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 show Communication and Language, and Speech development as a significant barrier for DA pupils.
External Barriers	
D.	Some families have experienced difficulties arriving to school on time leading to children experiencing negative emotions because of this.
E.	Over the past 18 months, some children have seen opportunities for a rounded education severely limited.
F.	Covid-19 has increased awareness of children's mental health and resulted in an increase in family support.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success Criteria
A.	Recovery of the % of pupils eligible for PP grant making accelerated progress and closing ARE gaps by the end of the academic year.	<ul style="list-style-type: none"> Increased DA pupils without multiple barriers to learning achieving ARE/ARE+ in: Reading: 85% of DA pupils in this category to achieve ARE Writing: 75% of DA pupils in this category to achieve ARE Maths: 78% of DA pupils in this category to achieve ARE Maintain or increase number of DA pupils achieving Greater depth in Reading (targeted 14%), Writing (targeted 7%) and Maths (targeted 14%).

B.	Accelerate progress of DA pupils experiencing additional learning needs to close the gap on peers.	<ul style="list-style-type: none"> At least 75% of this group to achieve accelerated progress (more than annual 3 steps) to close the gap attainment on peers.
C.	Increased support for DA pupils with speech and language barriers.	<ul style="list-style-type: none"> All pupils in this group to receive specialised S & L assessments and tailored support.
D.	Targeted support for pupils to attend breakfast club.	<ul style="list-style-type: none"> Children will be at school in time for the commencement of the school day. Children will start the school day calmly and be ready to learn, free from distraction.
E.	Increased opportunities for DA pupils to access a range of after school clubs and other experiences to increase cultural capital.	<ul style="list-style-type: none"> When activities reappear (post Covid) then all DA Pupils will have access to extra-curricular clubs. Opportunities provided for pupils to experience a range of activities such as residential, music tuition with an understanding of how participation supports future learning, aspirations and adult life.
F.	Targeted pastoral support for identified families and pupils.	<ul style="list-style-type: none"> Pastoral support given to adults and pupils in response to in-school and out of school situations. Support for of persistent absentees to be given to improve % attendance. Identified children to be given Thrive support in response to diagnostic assessments.

5. 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.

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?
Increased progress and attainment of pupils across the school through carefully selected CPD.	To support staff in quality CPD. Selected staff will enrol on to CPD focusing on key drivers to improving teaching and learning.	<p>Training to be well-designed, selected, and implemented.</p> <p>EEF 2019 Guide to the Pupil Premium Strategy suggests:</p> <p>Good teaching is the most important lever schools have</p>	CPD will be tailored to align with the School Development Plan and staff targets.	LP SLT	Termly

		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.			
To subsidise school led tutoring	An existing TA will be training using the DfE's tutoring programme (when released) to offer support to identified children in English.	EEF toolkit demonstrates that small group tuition has an average impact of +4 months across an academic year. Providing training to staff leading the group is likely to increase impact.	Work will be targeted and provided in accordance with approved tuition partners or by trained in-house staff.	LP/LN	
Sustain the impact of speech and language progression, particularly in EYFS and KS1	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.	Ongoing assessment and reports.	LP/LN All	
Total budgeted cost					£9,500

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	A proportion of children come to school having had little support from home or have experienced unsettling incidents before school starts.	The wraparound provision is managed closely. Discussions amongst staff will highlight vulnerable pupils. Meetings with	HD	Termly

	eligible for PPG funding.	Nurture groups/Breakfast Clubs allow staff to ensure pupils have eaten breakfast, are at school on time and are ready for learning. (EEF suggest there is some impact: +4 months)	parents will ensure this opportunity is offered to those that will benefit most.		
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 inform the class teacher of progress made and lead to new targets being created.	LN LP	Ongoing Termly data analysis
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. Clubs suspended at this time whilst under Covid-19 guidelines.	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 positively.	LP HD AG	Termly
Targeted support for most vulnerable families and pupils	Pastoral and Safeguarding Lead 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.	HD	Termly

			Developing relationships as appropriate and strengthening home-school relationships.		
Thrive Sessions to support identified pupils with wellbeing and emotional needs	Use of Thrive strategies will identify children in most need and tailor programme to address these needs.	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. 	Monitoring and assessment records to show progress against needs and impact in other areas of school life.	LN/HD	
Total budgeted cost					£20,685

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?
Wider life experiences and opportunities for PPG pupils	Funding/supporting enrichments activities such as trips, music tuition,	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	Discussions with staff to raise awareness that gaps are not purely academic.	LP HD AG	Ongoing throughout the year.

	trips, residential trips and the like.	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.	Pupil feedback will allow the impact on individuals to be communicated to show value.		
Total budgeted cost					£2,500