

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 | 24 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) | | | |
|---|--|-----------------------------------|--|
| Due to Covid-19 pandemic, all data was suspended nationally for the 2019-20 and 2020-21 academic years with exception of the phonic 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 | 33% | 89% | National all pupils – 69% Nat Disadvantaged pupils 55% |

| | | | |
|---|----------------------|------|--|
| (Cohort 21 children, 86% passed, 3 PP children of which 33% SEND) | 50% non-SEND | | Nat Non-Disadvantaged 73% 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 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 which are needed to provide a rounded education and the characteristics which lead to successful employment in the future. |
| G. | Some children in this group do not have consistent access to healthy food and drink options. |

| 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 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"> 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, music lessons, 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 94.75% (2018-19) 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. Increased participation in extra-curricular clubs over the year |

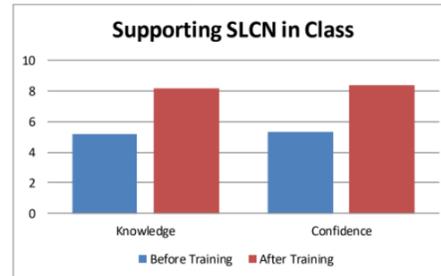
| 5. Review of expenditure | | | | |
|--|---|---|---|------|
| Previous Academic Year | | 2020 – 2021 – Grant received £37,970 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.</i> | Lessons learned (and whether you will continue with this approach) | Cost |
| Increased progress and attainment of pupils across the school through improving quality first teaching for all pupils | <p>Develop strategies of effective feedback and assessment of children enabling rapid progress for all pupils.</p> <p>NLE to work with teachers in all classes.</p> | Data for the 2020-21 academic year not available. | <p>Coronavirus and subsequent school closures did interrupt the delivery of this support. The school will continue to focus on quality CPD that impacts teaching and learning.</p> <p>Using funding to release staff to work with senior staff for in-house training could be considered.</p> | £800 |

| | | | | |
|--|---|---|--|-------|
| | | | | |
| Improve the quality of lessons through resources for all | The purchase of resources to enhance the quality of lessons for all children. | <p>Impact seen in school although national data not available for the 2020-21 academic year.</p> <p>Resources have been purchased to support areas of the curriculum and improve the quality of delivery.</p> <p>SEND resources purchased to support IPM targets. This has enabled those children to make progress against personal IPM targets.</p> | This approach should continue to enhance the quality of lessons and the experiences for pupils. | £1896 |
| Improve the rate of progress in phonics | Teachers and TAs to quickly identify children's strengths and areas to develop through baseline activities. Children then targeted to improve outcomes. | <p>High quality training in Read Write Inc and subsequent CPD has increased the effectiveness of phonic delivery. Statutory Year 1 phonic screenings have shown a significant improvement bringing the school in line with national expectations.</p> <p>2019 – 67% 2020 – 83%</p> | <p>Continued monitoring and assessment will ensure CPD needs are met and good practice becomes embedded and sustained over time.</p> <p>A statutory screening will take place in the autumn term of 2021.</p> | £4577 |
| Increase expertise for developing speech and language, 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. | <p>Staff have received training based on strategies to support communication.</p> <p>Two member of staff have received specialist speech training allowing them to implement the WellComm programme of support. This resulted in four reception children receiving target support. All children started the programme with a score of 7 at baseline. By the end of the year, three children scored 14/16 and one 16/16.</p> <p>Areas include topic related vocabulary, pronouns, storytelling and who/what sentences.</p> | <p>School will continue to purchase specialist provision to support children identified with S&L barriers at the earliest opportunity.</p> <p>Work to engage parents and families will also be undertaken as part of the specialist package.</p> | £2889 |

S&L team carried out training based on Speech, Language and Communication Needs.

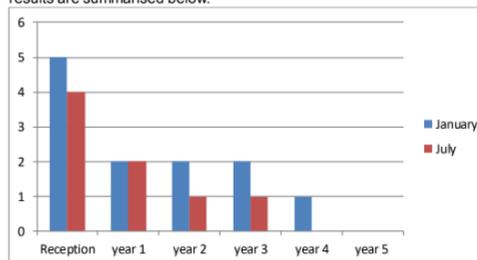
Things staff identified as useful were:

- "Showing us how to use the resources and having time to think of ways we'd use it!"*
- "Giving practical resources to use now"*
- "Finding out what good resources there are and where to find them"*
- "Practical resources to use in the classroom"*
- "How to identify children with different needs and how to incorporate strategies into our lessons"*
- "Seeing the resources and how to use them"*



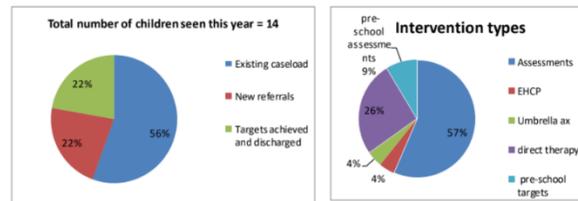
S&L therapist visits school fortnightly to work with identified children in greatest need at the earliest opportunity.

- By the end of the spring term, all children were assessed and their targets were updated following discussions with teaching staff.
- All children on the caseload have accessed intervention at a universal, targeted and/or specialist level throughout the school year.
- Those that were seen for direct interventions were reviewed and had target updates in the Summer term.
- Two children who are known to SLT within the Pre-school group were reviewed in school.
- Analysis of the age of children on the caseload shows that the additional services package has had a positive impact on the length of time children stay on the caseload, and the number of children discharged with all targets achieved. The results are summarised below.



Total number of children on the caseload in January = 12
New referrals since January = 4
Total number of children on the caseload in July = 8

- A combination of universal, targeted and specialist interventions were provided throughout the year. These are summarised below.
- All children currently on the caseload have been assessed or reviewed in the Summer term and targets are in place for September 2021.



Total £10,162

ii. Targeted support

| 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 |
|--|---|--|--|----------|
| 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 Jamboree used with identified pupils. | Wraparound care has been offered to families eligible for PP. This has supported families in a variety of ways such as flexibility around work and sibling drop offs and in some cases, ensuring children are in school to avoid being late. | Support of this kind will continue to provide provision that benefits eligible children. | £3496.50 |
| 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. | Statutory data not collected during this academic year due to coronavirus. | | |

| | | | | |
|---|---|---|---|----------------|
| <p>Increased opportunities for children to attend a range of clubs to broaden extra-curricular experiences</p> | <p>Track and review the allocation of clubs engaged to provide further opportunities as appropriate.</p> <p>Clubs suspended at this time whilst under Covid-19 guidelines.</p> | <p>After school clubs were severely hindered due to coronavirus.</p> <p>Clubs commenced during the summer term with sports' club for KS1 and KS2. 8 pupil premium children attended during this time.</p> <p>Other activities for all included:</p> <ul style="list-style-type: none"> • Year 4 and 5 bell boating x 2 days • Year 4 and 5 trip to Malvern Outdoor Activity Centre • Reception to Year 5 – Whole school trip to Cotswold Water Park beach • Preschool: paddling pool and picnic day on beach morning • Classes 2-4 visit to Broadway Tower as part of Broadway Arts Festival • National Music Day & National Numeracy Day • Class 3 and 4 – European Holiday Day • Broadway Arts Festival • After-school sports' clubs offered to KS 1 and KS 2 • Purchase of bike to enable participation in Bikeability | <p>A broader range of clubs similar to that provided before the pandemic will be brought back for the 2021-22 academic year.</p> <p>All topic plans contain enrichment opportunities.</p> | <p>£533.33</p> |
| <p>Increase parental engagement to support learning</p> | <p>Use of Accelerated Reader, TimesTables.co.uk, topic related homework, homework club, parent workshops.</p> | <p>Some elements of parental engagement seriously hindered due to Covid-19 restrictions.</p> <p>85% of parents in this group attended parents' evening during this year.</p> <p>All attended IPM meetings if their children required them.</p> | <p>With restrictions lifted, school will be looking for a return of parental engagement activities.</p> | <p>£0</p> |

| | | | | |
|--|---|--|---|------------|
| | | 64% engaged in homework tasks set during the year (excludes home learning during any closures). | | |
| Targeted support for most vulnerable families and pupils | Pastoral and Safeguarding Lead to work with most vulnerable families. | Vulnerable families are identified and a list kept. Staff across school area made aware of identified children. 16 children and families have received support throughout the year in a range of issues. Issues include pastoral support for behaviour, attendance, bereavement, relationships, welfare and mental health. | | £18,665.53 |
| 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. | 7 children undertaken Thrive programme since January 2021. Thorough record keeping and assessment shows that progress is made and teaches these children a range of strategies to cope with a variety of barriers that can hinder learning in the class. | Thrive will continue and become an embedded and sustained support system in our school. | |

Total £22,695.36

iii. Other approaches

| 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 |
|---|---|---|---|-------------|
| Increased attendance rate for those eligible for PPG funding | EWO enlisted to support specific families with low attendance rates. Encourage families to follow school procedures for reporting absence. | Attendance March 2021 – July 2021 (whole academic year): Pupil premium: 95.03% (95.23%) Non-Pupil premium: 96.62% (97.02%) Attendance Sept 2019 – March 2020 Pupil premium: 95.49% Non-Pupil premium: 95.25% | EWO service has not brought about the benefits hoped for. Senior staff believe that in-house strategies will work better for identified families to encourage improvements. | £600 |

| | | | | |
|---|---|--|---|-------------------------------|
| | Termly meetings with parents whose children fall into the persistent absence category. | | | |
| Increased recognition of all disadvantaged children across school with a greater understanding of barriers to learning | <p>Creation of detailed list for all staff to be circulated.</p> <p>Data analysis and pupil progress meetings to aid target setting and support individual needs.</p> | Staff are much more aware of this pupil group and the barriers to learning. Half-termly reviews are made to check on key areas such as attendance, homework completion, progress, parental engagement, etc so that strategies can be altered and further supported sourced if needed. | The half-termly reviews are a useful check and ensure any trends can be acted upon. | £0 |
| Wider life experiences and opportunities for PPG pupils | Funding/supporting enrichments activities such as trips, music tuition, trips, residential trips and the like. | <p>Coronavirus did hinder our ability to have visitors on site and some planned enrichment activities off site.</p> <p>Where possible, school went ahead with covid safe activities and sought alternative ways of enriching the curriculum throughout year.</p> <p>These included:-</p> <p>Pupil Premium children had full access to all activities.</p> <p>Pupil Premium children offered subsidies music tuition. This meant that 5 children benefited from guitar & piano tuition and were supplied with an instrument to take home.</p> | | £361.09 |
| Healthy Lifestyles | To ensure that milk & fruit is offered to pupils that are eligible. | Milk has been offered to all pupil premium children. | | £199 |
| | | | | Total £1160.09 |
| | | | | Grand Total £34,017.45 |

6. Additional detail

In this section, you can annex or refer to **additional** information, which you have used to support the sections above.

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 were suspended as a result and the focus of schools changed during this period. Consequently, job roles and aims adapted to meet the needs of children during this time.