



Broadmere Primary School Pupil Premium Report 2020/2021

Context of School:

Broadmere Primary School is a fully inclusive, values based mainstream school with both one/two form entry classes for boys and girls aged 5-11. It is set in a residential area just outside Woking drawing children from a wide range of socio-economic and multi-cultural backgrounds. Broadmere also has an attached Nursery for 2- 4 - year olds'. Our vision is to ensure that all our children thrive, aspire and achieve at school. We value them as individuals and encourage them to develop into independent, resourceful and caring citizens. Parental involvement is encouraged as we consider that a close partnership between home and school is essential for children to gain maximum benefit from their time with us. Our curriculum is tailored to meet the needs of every learner in our school. It is creative, investigative and relevant. The children's learning environments are vibrant and encompass indoor and outdoor learning experiences. SMSC is at the heart of every topic and builds upon the Early Years Curriculum.

Please see below for a break-down of our current pupils (Autumn 2020) entitled to Pupil Premium funding:

PP Pupils	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EAL and DAP	32	18	31	30	45	50	39	31
SEN and DAP	14	8	17	21	26	27	29	22
EAL/SEN/DAP	41	21	33	37	53	59	49	39
FSM and DAP	14	10	30	28	36	36	38	28

Current number of children on roll (including nursery): **273**

Percentage of pupils entitled to Pupil Premium on roll: **40.9%**

Total pupils in school with SEN: **15.0%**

Total pupils in school with ECHP: **4%**



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Intent of Pupil Premium spending

All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. At Broadmere Primary, we are always working to ensure that low expectations or a poor socio-economic background are not a barrier to achievement by carefully tracking the progress of all our children. We have also considered published research including the Education Endowment Fund (EFF) to guide us to make decisions about expenditure and the effective use of our Pupil Premium funding. We strive to:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. It is the case that limited resources may mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- To seek external specialists and identified opportunities whereby which our children can have an enriched and enhanced access to the curriculum.

How we will measure the impact of the Pupil Premium?

The school evaluates the attainment and progress of each pupil at least termly through;

- Pupil Progress data with Pupil Premium children highlighted (termly)
- Work scrutiny and progress evident in books across the curriculum
- Intervention reports from learning support assistants
- Parent interviews
- Pupil voice
- Pupil Premium tracker



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Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		Broadmere Primary	
CURRENT PUPIL INFORMATION 2020-21			
Total number of pupils:	273	Total pupil premium budget:	£121,050
Number of pupils eligible for pupil premium:	113	Amount of pupil premium received per child:	£1,345

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP (PP)	PERCENTAGE OF GROUP (PP)
Boys	53	19.4%
Girls	60	21.9%
SEN support	41	15.0%
EHC plan	11	4.0%
EAL	54	19.7%



Assessment data

No data published for 2019/20

EYFS (2018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
Good Level of Development (GLD)	20% (6/30chn)	50%	75%	74%

YEAR 1 PHONICS SCREENING CHECK (2018/19)			
% PP eligible	PP School	Not PP School	Not PP National
29% (12/41chn)	83%	90%	84%

END OF KS1 (2018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
% making expected progress in Reading	31% (17/55chn)	53%	55%	78%
% making expected progress in Writing	31% (17/55chn)	41%	55%	73%
% making expected progress in Maths	31% (17/55chn)	59%	66%	79%



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END OF KS2 (2018/19)				
	% PP eligible	PP School	Not PP School	Not PP National
% achieving expected standard or above in Reading, Writing and Maths	53% (16/30chn)	44%	79%	71%
% making expected progress in Reading	53% (16/30chn)	50%	79%	78%
% making expected progress in Writing	53% (16/30chn)	56%	79%	83%
% making expected progress in Maths	53% (16/30chn)	44%	79%	84%



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Identified barriers to educational achievement

We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the Pupil Premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

Barriers that our children face include:

Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

- Poor attendance - high persistent absence through extended requests for leave contributing to lower than expected progress.
- Limited English language and vocabulary spoken at home.
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
- The number of pupils who are in receipt of Pupil Premium as well as on the SEN register for cognition and learning.
- Behaviour - pupils with specific social and emotional needs which affect their learning.
- Children lack confidence and are less likely to see themselves as successful.

Implementation of spending our pupil premium allocation to overcome these barriers

We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high-quality teaching for all. How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. We use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. However, a key part of this is targeted interventions that are also provided to support emotional and behavioural needs so they can be more successful in our school. To help us implement a strategic and evidence-based approach, all our interventions are underpinned by provision maps which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas.

Planned Expenditure (1-3 years)

1. QUALITY OF TEACHING (PRIORITY 1 SDP)
2. RESEARCHED BASED INTERVENTIONS (PRIORITY 1SDP)
3. READING SUPPORT (PRIORITY 1SDP)
4. WELLBEING PROVISION (PRIORITY 3 SDP)
- 5 FURTHER DEVELOPMENT OF ELSA ROLE (PRIORITY 3 SDP)



PRIORITY 1- QUALITY OF TEACHING

Member of staff responsible: SENCO / PP lead / SLT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria/Review
To ensure DAP learners are enabled to access the full curriculum and achieve in line with non-PP children.	<ul style="list-style-type: none"> • CPD schedule for TAs throughout year focusing on effective guided group work. • To provide and implement training for new interventions. • Monitoring of TAs half termly and PP/Inclusion lead to support TAs in developing skills that offer further support and training when a need is identified. • Pupil Progress meetings to be held half-termly alongside assessments to identify which children to place on interventions 	<p>SENCO / PP lead / MM / SLT</p> <p>SENCO</p> <p>SENCO/ SLT/MM</p> <p>SENCO/ SLT/MM/KN</p>	<p>Ongoing – weekly</p> <p>Ongoing as identified</p> <p>Ongoing termly</p> <p>Termly AUTUMN SPRING SUMMER</p>	<p>PP lead /</p> <p>SENCo £18,638</p>	<ul style="list-style-type: none"> • All staff are aware of PP children within the classroom and appropriate personalized support and challenge is in place. • Data shows that for PP children compared to non-PP the gap in achievement is reducing. • Class and intervention observations demonstrate children using tools independently to support their learning. • Raised attainment and progress. Consistently good teaching across the school. Support staff deployment for maximum impact



PRIORITY 2- RESEARCHED BASED INTERVENTIONS

Member of staff responsible: SENCO / PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria/Review
1. To run a targeted and efficient early intervention schedule to ensure maximum benefit for learners	<p>Interventions to be tightly monitored and children selected carefully; PP children to be given priority.</p> <p>Phonics / Reading and comprehension / Maths / Emotional wellbeing interventions are running throughout the week.</p>	SENCO / PP Lead	<p>Half Termly Reviews / PP Mtgs</p> <p>Aut 1</p> <p>Aut 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<p>Outdoor learning- £3,400</p> <p>ELSA- 5 X pm £10,090</p> <p>Cost of yearly ELSA supervision- £575</p> <p>1st Class at Number- 3 X pm £4,807</p> <p>Success at Arithmetic- 3 X pm £6,170</p> <p>Project X Code- 4X £5,958</p> <p>Proj X com express 3 x £5,958</p> <p>ELKAN training for EYFS £565</p> <p>Yarc Assessment £300</p> <p>5 X 1:1 phonics £4,430</p> <p>Resources & Training-</p>	<ul style="list-style-type: none"> Entrance and exit data for all interventions indicate children are meeting the minimum expected outcome. Interventions are tightly monitored so children's needs are identified and addressed in a timely manner. Pupil voice demonstrates that pupils understand their targets and are motivated to achieve them. Raised attainment and progress. Speech, language and communication needs (SLCN) at all levels will be continuously met and worked upon by skilled members of staff. Strategies to support SLCN will be embedded in classroom practice. Improved speech and language skills will improve access to learning in all areas.



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2. For all Greater Depth targeted DAP pupils to meet these targets in all subjects	Greater Depth PP children have been identified at PP meetings and support in targeted interventions or through class planning challenges.			£3,452	<ul style="list-style-type: none"> Raised attainment and progress. Opportunities to extend their learning and build confidence. Increased engagement.
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PRIORITY 3- READING SUPPORT

Member of staff responsible: RM/ SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. Develop a whole school approach to supporting children that are not secure in phonics / comprehension	<p>Staff Training phonics / comprehension strategies</p> <p>Accelerated reader to be implemented, introduced and used by all children across KS2.</p> <p>Carry out 1:1 phonics intervention to address gaps in learning</p> <p>Reading intervention to be introduced (comprehension express)</p>	<p>RM/ Phonics lead</p> <p>RM</p> <p>Class teachers</p> <p>SENCO/PP lead</p>	<p>Autumn</p> <p>October 2020</p> <p>6 weeks review points</p>	<p>Resources- comprehension express £900</p> <p>Cost of Accelerated reader- £6,500</p> <p>Staff time to train in phonics</p>	<p>Raised attainment and progress in Phonics/Reading/Writing.</p> <p>Raised attainment and progress in Reading. Improved comprehension skills. For pupils to achieve in line with their peers in standardised tests and to make accelerated progress from their individual starting pupils.</p>



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2. Create further opportunities for PP children to read aloud during school.	To monitor the progress of bottom 20% and ensure that they are given the opportunity to independent read.	RM/ SENCO	Ongoing termly	Staffing of Breakfast and after school club- £2,500	All PP children have had access to regular opportunities to read so that their vocabulary is widened and can articulate this.
	Staff training on target readers expectations.	RM	By Dec 2020		
	Maximise 1:1 reading opportunities in Breakfast and after school club.	SENCO/ AB/NH	Ongoing		

PRIORITY 4- WELLBEING PROVISION

Member of staff responsible: RM/ SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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<p>1.To ensure DAP learners are appropriately supported with their mental health and wellbeing</p>	<p>Pupils have access to ELSA if it is appropriate for them</p> <p>Restorative justice training for all staff to ensure consistent approach to behaviour</p> <p>Refresher training Pivotal/MAPA</p> <p>Pupil premium leads and class teachers to closely monitor the wellbeing of DAP pupils through 1:1 discussions and observations</p> <p>TAs and teachers to be trained in Emotion Coaching to help children manage and regulate their own emotions</p>	<p>SENCO/SLT</p>	<p>Ongoing</p> <p>End of Spring 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>By end of Spring Term 2021</p>	<p>ELSA</p> <p>Training – Restorative Justice Emotion Coaching</p>	<p>Enhanced self-esteem and resilience. Increased attendance. Improved communication skills. Increased concentration. Improved engagement in learning.</p>
<p>2. PP pupils can attend trips that enhance the curriculum and wellbeing – including minibus costs</p>	<p>PP lead to identify families needing access to holiday and after-care clubs. PP lead to ensure that pupils can attend all curriculum related educational activities so that they are not disadvantaged.</p>	<p>PP Leads, MM</p>	<p>ongoing</p>	<p>£4,500</p>	<p>Improved engagement in learning linked to trips and workshops. Enhanced self-esteem. Increased attendance.</p>



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<p>3. Support for PP families during COVID-19</p>	<p>PP lead to evaluate pupil's access to technology, purchase technology as needed and ensure that resource packs are made. PP lead to provide food for families who are isolating and who have no access to FSM.</p>	<p>MM/Admin</p>		<p>£4,500</p>	<p>All PP children have enhanced life experiences and emotional support to overcome difficulties and challenges.</p> <p>Children have access to learning and resources to support learning</p> <p>HSLW/PP Lead/Staff signpost parents to outreach services, online safety resources and support.</p>
<p>3. HSLW to support families through early intervention (attendance, safeguarding), organisation of workshops, signposting to other agencies.</p>	<p>Staff to bring individuals or families to the attention of the HSLW so that she can make contact and identify best ways to support.</p>	<p>All staff</p>	<p>ongoing</p>	<p>HSLW – £13,500</p>	<p>Parents gain confidence in their ability to support their children. Parents feel supported and more engaged in school activities. Enhanced self-esteem of parents. Increased attendance. Increased engagement in learning</p>



PRIORITY 5- FURTHER DEVELOPMENT OF ELSA ROLE

Member of staff responsible: SENCO/PP lead

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1. High Quality targeted ELSA support is developed, embedded across the school and sessions are running weekly.	<p>Purchase Boxhall Profiles to show clear baseline and development areas (for pupils with more complex SEMH needs) and train ELSA to use this.</p> <p>Arrange visits to observe and talk with other ELSAs to enhance and develop best practice.</p> <p>Identify any training needs to support in development</p>	<p>SENCO</p> <p>ELSA/ SENCO</p> <p>SENCo/MM</p>	<p>End of Sept 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Included in staff costs</p> <p>Resources-</p> <p>Cost of Boxhall profile programme £200</p>	<p>Processes are embedded so that ELSA forms part of wellbeing and emotional provision across the whole school.</p> <p>Tracking data demonstrates improved progress.</p> <p>Pupils have enhanced self-esteem and resilience. Increased attendance. Improved communication skills.</p> <p>Identified chn have clear targets so are more settled in school and behaviour incidents decrease. Positive learning behaviour¹ and more engaged in learning.</p>