

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadwas CE Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	21% (18)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024-25
Date this statement was published	Feb 2022 (original plan published in Sept 2021)
Date on which it will be reviewed	July 2022
Statement authorised by	Mr James Dennis
Pupil premium lead	Mr James Dennis
Governor / Trustee lead	Mrs Emily Dimmick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,585
Recovery premium funding allocation this academic year	£1,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,745

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Here at Broadwas CE Primary School we want all our children to feel valued, to grow academically, emotionally and personally in order to flourish throughout their lives. This is rooted in our Christian vision and encompasses all children that attend our school. The focus of our pupil premium strategy is to support disadvantaged children within our Christian vision in order for these children to feel valued, to grow and flourish, including those that are already high achievers.

In setting out our approach we examine the challenges faced by vulnerable children within our community and identify strategies to support their needs. We focus on developing excellent relationships with our children so their emotional needs are met allowing them to then grow and flourish with their education.

High quality teaching is key to all children's development. We focus on specific areas that disadvantaged children require the most support with. We know that a good relationship and quality teaching has the biggest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils within our school.

We have develop a strong strategic plan for education recovery which is detailed on our website within our 'Coronavirus Catch Up Plan'. We use targeted support from a school based tutor working alongside the class teachers to identify and pupils whose education has been worst affected, including the non-disadvantaged pupils.

We base our work on careful, robust assessment procedures where we identify the challenges and needs facing our specific cohort of children. We recognise the child's needs early, research and then focus on the strategies that we need to implement and reflect on the progress and impact these strategies have on a regular basis within school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<u>Social and Emotional Needs</u> To support pupils eligible for pupil premium with their social, emotional and attachment development in order to increase their progress and attainment impact in Reading, Writing and Maths and their ability to access the wider curriculum.
2	<u>Academic Progress</u> To support and develop pupils who are eligible for pupil premium and have special educational needs in reducing the gap to their peers in their Reading, Writing and Maths.
3	<u>Access to a Wider Curriculum</u> To provide pupils eligible for pupil premium will funding to support extra-curricular activities in order to allow them to access a wider curriculum, provide uniform, school trips and other tuition where applicable.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To develop improved social and emotional resilience and attachment.	Identified children will be able to regulate their emotions with greater independence in order to allow them to access their academic work.
2. To develop improved reading attainment for disadvantaged children.	Identified children to be able to display an improvement in their reading skills both in test data and with the classroom setting.
3. To develop improved maths attainment for disadvantaged children.	Identified children to be able to display an improvement in their mathematical and problem solving skills both in test data and with the classroom setting.
4. To develop improved writing attainment for disadvantaged children.	Identified children to be able to display an improvement in their core writing skills and both in test data and with the classroom setting.
5. To develop children's access to a wider curriculum by funding extra-curricular activities.	Identified children will gain a passion in a subject or a hobby outside of school that will help their emotional regulation and wellbeing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,120

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of Teaching Assistants in order to support children's academic progress in class.	Teaching Assistants provide a vital support for children within the class. They are able to help children structure their learning, develop their understanding and allow children to make increased progress within a lesson through timely interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=TA%27s	2, 3, 4
Purchase of educational resources and online subscriptions in order to support the teaching and progress of identified children.	Educational resources such as Motional and Word Shark support children in academic and emotional developmental areas. These programmes help children close the gap in their attainment in specific areas of need. https://motional.io/	2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1,905

Activity	Evidence that supports this approach	Challenge number (s) addressed
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1:1 academic tutoring for identified children in maths, reading and writing via a school tutor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=TA%27s	2, 3, 4
Purchase of Chads Grove assessments in order to support the identification, of academic needs of targeted children.	Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through interventions or teacher instructions: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_search&search_term=assess	2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,052

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase on online Motional Wellbeing programme in order to support, develop and assess children's emotional wellbeing in order to allow their academic progress to develop.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and	1
1:1 therapeutic support from an Emotion and Behavioural Counsellor in order to support identified children's wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and	1

	learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and	
Provision of music lesson in order to support the children's interests and hobbies in order to allow them to access a wider curriculum.	We firmly believe that supporting children with the development of their musical ability can help children achieve both academically and be a therapeutic support in their social and emotional development. This also supports the children with their academic progress. https://www.learningpotential.gov.au/articles/musical-benefits	1, 5
Provision of funding for trips and sports lessons in order to allow children to access and develop interests in a wider curriculum and develop their cultural capital.	Providing funding for children to access the wider curriculum allows children to attend events, trips and activities that they would not ordinarily be able to attend. This allows the development of a greater awareness of their own cultural capital. https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/pupil-premium-how-schools-are-using-the-funding/?marker=full-search-q-cultural%20capital%20benefits-result-3#section-1	1, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 23,745

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Children who have been in receipt of PPG funding have all taken part in end of year tests for internal data tracking. The children have also taken part in DfE testing within the year groups they attend. The details of the children's attainment are below:

Reception

Children in Reception made progress in nearly all subject areas. 100% of children made progress against Reading and Writing GLD statements. More support is required with Mathematics development and this has been targeted for next year.

Key Stage 1

Children have made expected progress in nearly all core subjects. 33% of the children have made accelerated progress in reading and maths. 66% of the children have achieved above the year group standards in reading and maths. 33% of the children have achieved above age related expectation in writing.

Key Stage 2 (lower)

Children have made expected progress in nearly all core subjects. 75% of children have made expected progress in reading, 50% of the children have made expected progress in maths and 50% have made expected progress in writing. 50% of the children have made national standard or better in reading, writing and maths.

One child has returned to school from a very low part time timetable and is now in attendance 50% of the day and increasing.

Key Stage 2 (upper)

Children have made expected progress in nearly all of the core subjects. 100% of the children have made expected progress in reading and writing. 80% of the children have made expected progress in maths. 20% of the children have made better than expected progress in writing. 20% of the children have made national standard or better in reading, writing and maths.

Two children have returned to school from a part time timetable. Both are now attending school regularly with the classroom.

The results detail 12 of the 18 children who have attended our school in the academic period. 6 children have left during the time due to leaving Year 6 or moving during the school year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.