



# Broadstone First School

## Pupil Premium Strategy 2019-2021

### including impact statement

We believe that all students should have access to a high-quality education, irrespective of their background, personal circumstances or prior experiences. We believe that all students can achieve. Due to their financial circumstances, some students are considered to be at a disadvantage compared to their peers. As a result, the school receives additional funding to ensure that all students make and exceed expected progress. This funding is called the Pupil Premium.

Nationally, statistics show a gap between the attainment and progress of some groups of pupils including those in receipt of Free School Meals (FSM) and their peers. The Pupil Premium is a sum of money that the school receives to help narrow this gap. This now includes students;

- Pupils in year groups reception to year 6 recorded as Ever 6 free school meals
- Pupils in years 7 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order
- Pupils in year groups reception to year 11 recorded as an Ever 6 service child or in receipt of a child pension from the Ministry of Defence

Our core aim is to raise the attainment and progress of students in receipt of Pupil Premium so that their performance compares favourably with Non-Pupil Premium peers.

We are required to publish how much Pupil Premium money we receive and how we have chosen to spend that money. In order for us to do this, we are using our Pupil Premium Guarantee at Broadstone First School. This guarantee will use the Pupil Premium to enhance and extend our current provision to make sure that students, whose parents or carers are on lower incomes, are not disadvantaged in any way.



## Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Summary Information 2020-2021

|                               | Whole school | Rec      | 1        | 2         | 3        | 4        |   |                |
|-------------------------------|--------------|----------|----------|-----------|----------|----------|---|----------------|
| FSM                           | 32           | 8        | 2        | 13        | 5        | 4        | <b>Total budget</b>                     | £47,841.25     |
| EVER6                         | 2            | 0        | 0        | 0         | 1        | 1        | <b>Total number of pupils on roll</b>   | 300            |
| SERVICE                       | 2            | 1        | 0        | 1         | 0        | 0        | <b>Number of pupils eligible for PP</b> | 37             |
| CIC/Adopted f C               | 1            | 0        | 0        | 0         | 0        | 1        | <b>% of school cohort</b>               | 12.3%          |
| <b>Total number of pupils</b> | <b>37</b>    | <b>9</b> | <b>2</b> | <b>14</b> | <b>6</b> | <b>6</b> | <b>Date of review</b>                   | September 2021 |



## Barriers to future attainment (for pupil eligible for PP)

|      |  |
|------|--|
| i    | Development of vocabulary  |
| ii   | Reading at home/reading for pleasure   |
| iii  | Attendance of PP pupils  |
| iv   | Phonics attainment (50% in 2019 vs 90% of total cohort) ( 92 % in 2020 vs 93% of total cohort)     |
| v    | Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment           |
| vi   | Low self-esteem for a significant percentage of PP pupils  |
| vii  | Parental engagement – helping parents support their children                                       |
| viii | Low attainment on entry of PP pupils compared to non-PP pupils (ref GLD attainment at end of EYFS) |



## Planned expenditure

| Not met  |  | Partially met  |          | Fully met  |  |
|--|--|--|----------|------------|--|
| <b>CURRICULUM SUPPORT<br/>to raise achievement</b><br><br>Estimated expenditure £15,928  |  | <b>Development of vocabulary</b><br><b>Reading at home/reading for pleasure</b><br>Attendance of PP pupils (9/36 below 95%)<br><b>Phonics attainment ( 50% in 2019 vs 90% of total cohort)</b><br>Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment<br>Low self-esteem for a significant percentage of PP pupils<br>Parental engagement – helping parents support their children<br>Low attainment on entry of PP pupils compared to non PP pupils ( ref GLD attainment at end of EYFS) |          |            |  |
| Action and expected outcome  | Rationale  | Allocation of funds  | Lead /QA | By When    | IMPACT   |
| Analysis of GL baseline data to identify misconceptions in PP pupils that will inform teaching and learning  | Targeting gaps in knowledge and misconceptions early on will accelerate learning   | Allocated hours for data analysis<br>GL Package costs  | LB<br>RW | June 2020  | GL completed ( PTE/PTM) also used for reading and spelling ages post lockdown                        |
| Develop Metacognitive practices across the school. Pupils in KS2 will use retrieval practice effectively to effectively secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning. Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn. | Pupils, in addition to be able to explain cognitive strategies, will now be able to articulate the self-regulatory aspects of being metacognition. Note - Year 3 pupils will not start this process until they have secured learning on cognitive strategies and which ones to use.<br><br>Research by John Hattie and EEF notes the impactful nature of pupils being metacognitive. | Salary contribution for leadership responsibilities  | FL<br>DW | April 2020 | This was put on hold due to lockdown restrictions but is on the School Innovation plan for 2021-2022 |
| Develop Retrieval Practices to align with best research practice<br>Improved retrieval scores<br>Ability to articulate effective cognitive strategies  | Pupils will use retrieval practice effectively. A comprehensive programme of both spaced and interleaved retrieval will allow pupils to effectively secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.   | Salary contribution for leadership responsibilities  | FL<br>DW | April 2020 | This was put on hold due to lockdown restrictions but is on the School Innovation plan for 2021-2022 |



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|   |   |  |                  |   |   |
| <p>Ensure scaffold and challenge is pitched appropriately to ensure all pupils make progress.<br/>Using SOLO taxonomy, staff will be able to clearly understand and articulate the cognitive journey a pupil will go through. This will allow them to be able to pitch learning effectively to both scaffold novice and capable learners and to stretch proficient learners.</p>                | <p>Hattie's research regarding SOLO taxonomy and the positive impact.</p>   | <p>Training costs for staff development</p>  | <p>HW<br/>DW</p> | <p><del>April</del><br/><del>2021</del></p> | <p>This was put on hold due to lockdown restrictions but is on the School Innovation plan for 2021-2022</p>                         |
| <p>Regular monitoring and analysis of progress of disadvantaged pupils (including the more able). Teachers to complete data analysis termly to look for gaps in either progress or attainment and to plan interventions to address these. Teachers to attend pupil progress meetings with Line Manager to discuss potential barriers to learning and to obtain support in overcoming these.</p> | <p>Ofsted Pupil Premium report into effective strategies - "class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress" "discussions about pupils eligible for the Pupil Premium in performance management meetings"</p> | <p>Percentage of leadership salary to ensure monitoring and quality assurance is completed</p> | <p>RW<br/>DW</p> | <p><del>June</del><br/><del>2020</del></p>  | <p>Lockdown put this on hold. On return fortnightly meetings were held to specifically address progress of PP (and SEND) pupils</p> |
| <p>Targeted support for PP students (1 hour per week for KS1) to further improve progress rates</p>   | <p>We recognise that PP students require extra support keeping up with their peers before they transition into KS2.</p>   | <p>Percentage of PP champion salary</p>  | <p>SB<br/>LG</p> | <p>Sept<br/>2019</p>                        | <p>Unable to fully implement but during periods at home PP pupils received weekly calls for support</p>                             |
| <p>Targeted support for PP students (1 hour per week for KS1) to further improve phonics and reading progress.</p>  | <p>We recognise that PP students require extra support keeping up with their peers before they transition into KS2.</p>   | <p>Percentage of HLTA champion salary</p>  | <p>SS<br/>LG</p> | <p>Sept<br/>2019</p>                        | <p>Unable to fully implement but during periods at home PP pupils received weekly calls for support</p>                             |



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| Implement a systematic approach to reading across the school                   | Reading across the school will improve in core and non-core subjects. Reading outcomes for PP will improve as they will make more than expected progress. 100% of PP children to be using Lexia reading intervention or Dorset Reading Partners to deliver increase in time spent reading at school | Percentage of LSA salaries                          | LG<br>RW | April 2020 | <p>Now in place. Volunteers not in due to covid. Lexia not used but Lexonic leap training.</p> <p>During lockdown lowest readers had a weekly read with a member of staff. Post lockdown those not at Chronological age have reading sessions 3x a week.</p> <p>Reading books delivered to homes who might not have them in the house</p> |
| To review SMSC and map out British Values in-light of our new curriculum plans | Having a clear outline of our curriculum, understood by all will enable all decisions to have focus and direction and will ensure we do what we believe in. Developing a clear learning pathway from 5- 16 will ensure that pupils learning will be sequential and accelerated.                     | Salary contribution for leadership responsibilities | LG<br>DG | July 2020  | completed   |



## PASTORAL SUPPORT to raise achievement

Estimated costs £11,862

Development of vocabulary  
 Reading at home/reading for pleasure  
 Attendance of PP pupils (9/36 below 95%)  
 Phonics attainment ( 50% in 2019 vs 90% of total cohort)  
 Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment  
 Low self-esteem for a significant percentage of PP pupils  
 Parental engagement – helping parents support their children  
 Low attainment on entry of PP pupils compared to non PP pupils ( ref GLD attainment at end of EYFS)

| Action and Expected Outcome   | Rationale   | Allocation of funds   | Lead /QA | By When   | IMPACT  |
|---|---|---|----------|-----------|---|
| Provide holistic support for PP pupils to enable students to access learning.   | Issues that schools are now expected to deal with are increasingly complex and serious. We need to ensure that we have the right training to be able to ensure that we can meet the needs of our most vulnerable students | Percentage of pastoral support salary   | EF<br>NJ | Sept 2019 | New appointment made. Ongoing training attended. Support in place. Currently reviewing inclusion practices.   |
| To improve attendance for PP pupils. Closely tracking absence, working closely with parents/carers and external agencies to reduce the gap in attendance. Target for attendance of PP pupils is no more than 1% below that of their non PP peers PA for PP pupils is no more than 3% above that of their non PP peers | Research identifies clear link between attendance and achievement. Poor attendance also impacts on social development and friendship groups   | Percentage cost for additional hours of attendance tracking and support for PP families with attendance issues  | EF<br>NJ | July 2020 | Attendance figures were difficult to analyse due to covid issues. On return attendance was good. Bespoke arrangements made to ensure some key pupils got to school on time. |
| To oversee the whole of Pupil Premium, including those children who also have SEND, to ensure they are fully supported to make progress at least in line with their peers.<br><br>To ensure PP pupils are supported with their transition across year groups and key stages.  | We need to ensure that pupils are seen as individuals are catered for as such. There needs to be effective tracking and efficacy about what pupils are capable of achieving.  | Percentage of SLT salary to strategically plan and oversee the provision for PP children.<br><br>To lead and develop inclusive practice and liaise with staff and outside agencies to ensure effective channels of communication. | LG<br>RW | July 2021 | Regular meetings fortnightly looked at whole provision<br><br>Refine challenge is in the SIP for 2021-2022  |



|  |  |  |                     |                         |  |
|--|--|--|---------------------|-------------------------|--|
| <p>Parental engagement through focus groups as most are keen to support their child's learning, but they seek more support from us to do so. Methods in maths is a common talking point. A simple video modelling an approach created by the class teacher or a pupil and uploaded on to the learning platform (with parents given access) to secure engagement.</p> | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive.</p> | <p>Percentage of pastoral support salary</p> <p>Percentage of PP lead salary</p> | <p>EF</p> <p>LG</p> | <p>July</p> <p>2021</p> | <p>Informed parents when pupils were not on line for phonics and supported home learning.</p> <p>Vulnerable PP invited in during lockdown</p> <p>Extra calls home during lockdown</p> <p>Parental feedback has been positive</p> <p>Parental engagement on SIP 2021-2022</p> |
|--|--|--|---------------------|-------------------------|--|



**EXPERIENCES AND OPPORTUNITIES  
to raise achievement**

Estimated cost £7,400

Development of vocabulary  
 Reading at home/reading for pleasure  
 Attendance of PP pupils (9/36 below 95%)  
 Phonics attainment ( 50% in 2019 vs 90% of total cohort)  
 Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment  
 Low self-esteem for a significant percentage of PP pupils  
 Parental engagement – helping parents support their children  
 Low attainment on entry of PP pupils compared to non PP pupils ( ref GLD attainment at end of EYFS)

| Action and Expected Outcome  | Rationale  | Allocation of funds   | Lead/<br>QA  | By<br>when   | IMPACT  |
|--|--|---|--------------|--------------|---|
| Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision. | To open up and develop home/school communication- focusing on the impact of the money on the child’s overall education. To foster a collaborative approach with PP families and positive relationships. To ensure pupils have the ability to access opportunities and experiences. | £125 per pupil for pupil premium guarantee<br><br>Parents to have ownership of £125 to support their child’s learning. This can be used to support trips, uniform, music tuition etc. | HT<br><br>LG | Sept<br>2019 | This money was joined together and used to purchase every pupil a chromebook to enable them to access home learning during lockdown |
| To inspire learners to pursue learning in their own areas of interest or strengths.                                | To develop our knowledge of each individual Pupil Premium child and support them to engage in extended learning opportunities and have a lasting affect towards their motivation and passions. To provide “In Your Element” opportunities in the Spring Term.                      | £75 per PP learner  | LG<br>RW     | June<br>2020 | This money was joined together and used to purchase every pupil a chromebook to enable them to access home learning during lockdown |



**LEADERSHIP  
to raise achievement**

Estimated cost £10,550

Development of vocabulary  
 Reading at home/reading for pleasure  
 Attendance of PP pupils (9/36 below 95%)  
 Phonics attainment ( 50% in 2019 vs 90% of total cohort)  
 Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment  
 Low self-esteem for a significant percentage of PP pupils  
 Parental engagement – helping parents support their children  
 Low attainment on entry of PP pupils compared to non PP pupils ( ref GLD attainment at end of EYFS)

| Action and Expected Outcome   | Rationale   | Allocation of funds               | Lead/<br>QA | By<br>when    | IMPACT   |
|---|---|-----------------------------------|-------------|---------------|--|
| To ensure that all PP pupils are tracked and monitored effectively so that they make progress at least in line with their peers.  | Ofsted guidance states that ensuring “that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils” was an effective strategy. | Percentage of salary cost         | LG<br>RW    | July<br>2020  | Tracking in place  |
| To ensure our school practice for pupil premium is continually monitored and reflect national developments.<br>Pupil Premium Lead Network Meetings X 3 throughout the school year | To have opportunities to share best practice – what have others done to close the gap? To remain informed of national developments.   | PP network meeting training costs | LG<br>RW    | 2019-<br>2020 | Only one attended due to lockdown  |
| Track pupils effectively over time with standardised data and QLA opportunities using GL package  | To ensure that all PP are tracked and monitored using standardised scores as well as offering screening for reading, dyscalculia, dyslexia, PASS, plus student voice opportunities  | Percentage of GL subscription     | RW<br>DW    | July<br>2020  | Data collected but needs to be reviewed within context of national situation |



- PP Guarantee
- Authentic curriculum
- Leadership opportunities of PP learners
- Year 4 Broadstone Brass
- Priority places for Sports competitions
- Priority places for after school clubs at reduced cost

## Experiences and opportunities

- \* poor cultural capital
- \* low self esteem

- SOLO
- Reading - See SIP
- Targeted support
- VIPERS
- Lexonik
- Spelling study - See SIP
- Lexia

## Curriculum Support

- \* development of vocab - see SIP
- \* reading - see SIP
- \* phonics attainment
- \* low entry attainment

- Review of EYFS curriculum
- Parental starter pack
- Ensure school readiness working with nurseries
- % PP champion
- % PP lead
- PP network
- % Curriculum director

## Leadership

- \*Development of vocab - see SIP
- \* Reading - see SIP
- \* Attendance
- \* Phonics attainment
- \* Poor cultural capital of PP
- \* Low self-esteem
- \* Parental engagement
- \*Low attainment on entry

## Pastoral Support

- \* attendance
- \* self esteem
- \* parental engagement

- PASS surveys
- Targeted work
- Letters home
- attendance clinics
- family outreach
- bespoke attendance support