

Broadstone First School

Pupil premium strategy statement

At Broadstone First school our aim is to ‘**prepare children for a life well lived**’. To that end we are passionate about developing the ‘whole’ child. We intend to use pupil premium and recovery premium (2021-2022) to support in 4 key areas. We refer to these areas as our ‘4 pillars’ as they underpin the foundation for a successful life.

1. Knowledge Acquisition
2. Developing self-agency
3. Taking positive action
4. Preparation for work

School overview

Detail	Data
School name	Broadstone First School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Dawn Wilks Executive Headteacher
Pupil premium lead	Fiona Lord Assistant Headteacher
Governor / Trustee lead	Emma Lee lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075.00
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,005

Part A: Pupil premium strategy plan

Statement of intent

At Broadstone First School, it is our aim to prepare children for **'a life well lived'**. Therefore, children should have access to 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.

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 and do not subscribe to assumption bias.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate reading levels below chronological age for many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally do not have as many opportunities to read at home and to read for pleasure. This affects their development of vocabulary.
3	Attendance of a few disadvantaged families has a detrimental effect on their learning opportunities.
4	Assessments, observations and discussions with pupils and teachers indicate that disadvantaged pupils are not making progress in phonics in line with their peers. This is a fundamental building block in learning to read and access the wider curriculum.
5	Assessments, observations and discussions with pupils, teachers and parents indicate that disadvantaged pupils do not have the same level of social and cultural capital as their peers. This is particularly obvious given our specific catchment.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem.
7	Our observations and discussions with pupils and families have identified that parental engagement and support is not as robust for many disadvantaged pupils. This puts them at further disadvantage as they progress through the curriculum.

8	Our assessments and observations identify that disadvantaged pupils arrive on entry with lower attainment than non-disadvantaged pupils.
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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
<p>KNOWLEDGE ACQUISITION</p> <p>To improve reading ages for all pupils</p>	<p>Reading progress for disadvantaged pupils will be in line with peers or better.</p>
<p>KNOWLEDGE ACQUISITION</p> <p>Develop Retrieval practices</p>	<p>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.</p> <p>Ability to articulate effective cognitive strategies that they have used to help support their learning.</p>
<p>KNOWLEDGE ACQUISITION</p> <p>Scaffolding and Challenge pitched appropriately to ensure progress</p>	<p>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>SELF AGENCY</p> <p>Develop metacognitive strategies for children</p>	<p>Develop Metacognitive practices across the school. Pupils in KS2 will use retrieval practice effectively to secure information to long term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn.</p> <p>Pupils will be more aware of themselves as a learner. They will experience a wide range of different cognitive strategies and will be able to articulate what cognitive strategies are more effective for them in what situations. In KS2 pupils will be able to articulate aspects of self- regulation.</p>
<p>PREPARATION FOR WORK</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Persistent Absenteeism to be in line with peers</p> <p>Robust support programme in place for families where needed</p>
<p>TAKING POSITIVE ACTION</p> <p>To achieve and sustain a supportive programme for parental engagement and support</p>	<p>Parents will engage with the school and their children's learning</p> <p>A substantial programme of support materials will be in place and available for parents</p>

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 to raise achievement

Budgeted cost: **£15,928**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Analysis of GL baseline data to identify misconceptions in PP pupils that will inform teaching and learning</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4, 8
<p>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.</p> <p>Pupils will understand what metacognition is and that we all learn in different ways. Pupils will be able to explain different ways they learn.</p>	<p>EEF research on metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>John Hattie's Research https://www.activelylearn.com/post/metacognition</p>	1,2,3
<p>Develop Retrieval Practices to align with best research practice Improved retrieval scores Ability to articulate effective cognitive strategies.</p>	<p>EEF Research https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Rosenshine's Principles of Instruction</p> <p>Tom Sherrington Rosenshine's Principles in Action (2019)</p> <p>DT Willingham Why Students Don't Like School? (2009)</p>	1,2,3
<p>Ensure scaffold and challenge is pitched appropriately to ensure all pupils make progress. 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</p>	<p>Hattie's research regarding SOLO taxonomy and the positive impact.</p>	1,2,3

learners and to stretch proficient learners.		
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Targeted academic support

Budgeted cost: **£7,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP students (1 hour per week for KS1) to further improve phonics and reading progress.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4

Wider strategies

Budgeted cost: **£14,862**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	5, 6
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	5, 6

	that we can meet the needs of our most vulnerable students	
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	<p>Research identifies clear link between attendance and achievement. Poor attendance also impacts on social development and friendship groups</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3, 5, 7
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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7
Providing School Milk to PP children daily.	<p>Milk provides a number of health benefits and social opportunities that ensure children are in an appropriate state for learning.</p> <p>https://www.coolmilk.com/why-milk-is-great/#:~:text=School%20milk%20is%20excellent%20for,of%20young%20minds%20in%20class.&text=Milk%20provides%20a%20unique%20powerhouse,third%20of%20their%20protein%20requirements.</p>	5
Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.	<p>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.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p>	5, 7
To support the change in school uniform for our most disadvantaged pupils.	To ensure the children feel a valued member of the school community.	5, 7

<p>To inspire learners to pursue learning in their own areas of interest or strengths.</p>	<p>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.</p>	<p>5,6,7</p>
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Total budgeted cost: £38,190

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 2021 to 2022 academic year.

2021-2022

KNOWLEDGE ACQUISITION - To improve reading ages for all pupils

The Pupil Premium strategy continued to contribute to an effective plan to ensure children continued to overcome the barriers which had been highlighted due to the impact of the pandemic.

100% of children in receipt of pupil premium funding met the expected standard in phonics screening at the end of Year 1. Fast track interventions showed significant progress for PP children.

50% of children in receipt of pupil premium funding met the expected standard in phonics screening at the end of Key Stage 1. Please note there were only 2 children in Year 2 who are eligible for Pupil Premium.

Key Stage 1 outcomes were either above or in line with National.

KS1	National	School
Reading	67	67
Writing	58	65
Maths	68	70

Discrete teaching of fluency was introduced within KS2 to support reading progress. This will be fully implemented September 2022 alongside a new assessment to track progress.

Year 3 GL reading assessments showed an increase in the percentage of children achieving stanine 4 and above in the summer term – 73% compared to 67% in their September baseline. Out of the 15 PP children in Year 3, 11 of these achieved a stanine 4 or above in their end of year GL reading assessment.

Within Year 4, 4 out of 7 PP children achieved a stanine 4 or above in their end of year GL reading assessment.

KNOWLEDGE ACQUISITION- Develop Retrieval practices

Progression maps for all subjects were completed and key learning identified. Staff are confident and can articulate key learning and previous year groups key learning. Medium Term Planning identifies this and supports in what knowledge is needed to be retrieved by the children before moving on. Introduction of graphic boards across school have supported in building schema. Children are able to retrieve prior knowledge. This acts as a visual prompt for them. All KS2 learners were introduced to cognitive strategies. 100% of PP children could name at least two strategies used and their preferred strategies. Knowledge Organisers were further developed and stripped back to just include key knowledge.

KNOWLEDGE ACQUISITION- Scaffolding and Challenge pitched appropriately to ensure progress

Through effective monitoring, ways in and challenge opportunities were evident throughout books. Senior Leaders met with class teachers fortnightly to discuss progress of PP children and ensure targeted support was implemented. CPD opportunities for individual teachers was identified and addressed. Ways In menus were devised and best practice shared across school. Effective ways in, demonstrated clear progress within PP books.

SELF AGENCY - Develop metacognitive strategies for children

KS2 learners were introduced to cognitive strategies. 100% of PP children could name at least two strategies they used.

PREPARATION FOR WORK- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance for disadvantaged children was 91.5% compared to 93.7% for non-disadvantage. Absence of disadvantaged pupils was tracked and the pastoral team worked closely with families through welfare calls and home visits. School provided transport for two pupil premium families to improve attendance.

TAKING POSITIVE ACTION - To achieve and sustain a supportive programme for parental engagement and support

As a result of COVID 19 our parental engagement programme was tailored to support isolation and social distancing. Alternative arrangements were made and parent consultations took place virtually. All PP families were met. Those who did not attend in person, were spoken to over the phone.

Phonic meetings were carried out with all PP families. During the meetings, resources were provided to support phonics learning at home. Teachers were able to support families and answer questions on a 1:1 basis. This contributed to the high level of PP children achieving the pass mark in the Year 1 phonics screening check.

Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

100% of PP learners from EYFS to Year 4 signed up for 1 or more clubs be it sporting or none sporting during the 2021/22 academic year and all PP learners from Year 1 to Year 4 represented BFS at a sporting event during the 2021/22 academic year.

Externally provided programmes

Programme	Provider

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.