

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 (2022-2023) 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	306 (+9)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	December 2021 Updated November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dawn Wilks Executive Headteacher
Pupil premium lead	Donna Swann Deputy Head Teacher
Governor / Trustee lead	Emma Lee lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,666.25
Recovery premium funding allocation this academic year	£4,495
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	£49,161.25

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.

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 their long-term memory freeing up working memory to deepen understanding and foster more creativity in learning.</p> <p>Pupils will have the 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>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 and stretch learners.</p> <p>Effective Ways in will be evident within planning and children's work.</p>

<p>SELF AGENCY</p> <p>Develop metacognitive strategies for children</p>	<p>Develop Metacognitive practices across the school.</p> <p>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.</p> <p>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.</p> <p>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 (2022-2023)

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: **£8,134**

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>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>1, 4, 8</p>

<p>Analysis of NFER data to identify misconceptions in PP pupils that will inform teaching and learning.</p> <p>Training for all staff on the RWI phonics programme to support daily teaching and intervention.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-quality-teaching</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p> <p>DFE reading framework.</p> <p>Phonics toolkit EEF + 5 months DfE accredited phonics programmes.</p>	
<p>Develop Metacognitive practices across the school.</p> <p>Further staff development on metacognitive practices and best practice to embed within lessons.</p> <p>Pupils to be introduced to a range of cognitive strategies.</p> <p>Review of Learning to Learn Sessions to allow for daily practice.</p> <p>PP learners guaranteed spaces at Homework club to support development of metacognition.</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</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.</p>	<p>Hattie’s research regarding SOLO taxonomy and the positive impact.</p>	1,2,3

<p>Professional development input for staff on SOLO taxonomy in order to understand the cognitive journey a pupil will go through.</p> <p>Each teacher to partake in regular 1:1 session with Deputy Head discussing PP children within class. Unpicking barriers and addressing Ways In to support progress.</p>		
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Targeted academic support

Budgeted cost: **£ 22,391**

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.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Provide small group and one-to-one 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.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4

Wider strategies

Budgeted cost: **£18,636**

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	<p>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.</p>	5, 6

<p>Provide holistic support for PP pupils to enable students to access learning.</p> <p>Fulltime Send and Wellbeing Lead.</p> <p>Trained staff member to deliver Lego Therapy.</p> <p>Development of Learning Support Assistants to support pastoral needs within the classroom.</p> <p>Development of Mental Health strategy across school.</p>	<p>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</p> <p>The DfE guidance, promoting children and young people’s mental health and wellbeing, cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff.</p>	<p>5, 6</p>
<p>To improve attendance for PP pupils.</p> <p>Closely track attendance (reviewing absences and lates).</p> <p>Work closely with parents/carers and external agencies to reduce the gap in attendance.</p> <p>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>	<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>	<p>3, 5, 7</p>
<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.</p> <p>Parental engagement programme devised including support with pastoral and wellbeing.</p> <p>Plan devised for regular meetings with PP families (call, virtual, in person) 1:1 meeting used to support at home.</p> <p>Oxford reading and virtual phonics classroom available for families to access at home to further support progress of reading.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>
<p>Providing School Milk to PP children daily.</p>	<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=</p>	<p>5</p>

	Milk%20provides%20a%20unique%20powerhouse,third%20of%20their%20protein%20requirements.	
<p>Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.</p> <p>A menu of ways families could spend guarantee shared with families (uniform, trips and visitors/peripatetic music tuition/home library of books)</p>	<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>University of Broadstone offer.</p> <p>Offer of free AM and PM Clubs.</p> <p>Pupil voice gathered to support development of club offer.</p> <p>Responsibility menu devised for children to take on additional responsibility across school.</p> <p>Pupil conferencing to be conducted on a 1:1 basis.</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.	5,6,7

Total budgeted cost: £ 49,161

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 2022 to 2023 academic year.

KNOWLEDGE ACQUISITION

To improve reading ages for all pupils

- Purchase of NFER to support standardised testing of reading. This allowed for a consistent test to be used across Year 1 – Year 4 at three points throughout the year- Autumn, Spring and Summer. Class teachers used the NFER results and Question and Analysis to further unpick data and adapt curriculum accordingly.
- Introduction of DIBELS as an assessment tool to assess fluency for all KS2 learners. This allowed for tracking of individuals and targeted support.
- Embedded teaching of fluency across KS2. Children received 3x weekly fluency sessions in addition to Vipers Sessions.
- All staff received 'official' Read Write Inc training. Through purchasing the development package. Development days focused on teaching across school and fast track intervention.
- New Phonics Lead had strategic overview of phonics teaching across school with support from Read Write Inc development representative.
- 100% of PP children in Year 1 passed phonics screening check
- 100% of PP children passed phonics screening check by end of KS1. Three PP children resat phonics screening in Year 2 and passed.

Develop Retrieval Practices

- Embedded the use of graphics boards across the school to support retrieval of knowledge from previous year group, continuing to build schema.
- KS2 children introduced to cognitive strategies to support learning. 100% of PP children can name at least two strategies.
- Introduction of a prompted response daily retrieval practice using flash cards for all KS2 children.
- Lesson plan format reviewed and devised with retrieval and flash back opportunities included

Scaffolding and challenge pitched appropriately to ensure progress

- Effective monitoring of SEND/PP progress. Senior Leaders met with teachers three weekly to discuss progress and ways forward.
- CPD opportunities were identified for individual teachers.
- PP learning journals demonstrate progress across the year.
- Development of principles of challenge were devised and shared with staff.
- Challenge and Ways in reviewed through Module Reviews, SEND/PP progress meetings and through PPA sessions to ensure PP learners were supported or stretched as appropriate.
- Ways In Menu developed to support teachers planning. These have been shared and utilised by staff to ensure access to Key learning for all children.

SELF AGENCY

Develop metacognitive strategies for children

- Year 3 learners were introduced to cognitive strategies and modelled how strategies support the learning of spellings.
- Year 4 children continued to embed strategies and apply these to spelling and to Knowledge Organisers for foundation subjects.
- 100% of PP children can name at least two strategies.

PREPARATION FOR WORK

To achieve and sustain improved attendance for all pupils, particularly our disadvantage.

- Attendance for PP children was 92.4% compared to 94.3% for non-disadvantage.
- Lego therapy and Talkabout sessions were introduced.
- Absence of disadvantaged pupils was tracked and the pastoral team worked closely with families through welfare calls and home visits.
- School provided transport for one pupil premium family to support attendance.

TAKING POSITIVE ACTION

To achieve and sustain a supportive programme for parental engagement and support

- New full time SEND/Wellbeing lead in post. Newsletters and sign posting parents to further support.
- Navigator sessions and drop ins throughout the year. Individual families targeted and invited to sessions.
- Training for SEND/Wellbeing Lead to support delivering of role

- During Parent Consultations all PP families were seen. If not in person then over the phone conversations were held. Timetabling of appointments meant extended appointment times for PP families to support individualised conversations and opportunity to support at home.
- Phonics videos and parental support sent home to support with reading at home.
- Phonics input to parents with opportunities to purchase resources with PP funding.
- Feedback gathered from families about further opportunities to tailor 2023/2024 programme.

Pupil Premium guarantee to enable parents to support the school and their child in deciding on the best provision.

- In order for our pupil premium children to feel a valued member of the community, families were offered a financial subsidiary to spend on areas that would develop their child’s learning.

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.

- Introduction of a one-page profile for each individual PP child
- 1:1 learning conference with PP child to complete with an adult
- Sample of individual reviews to look at PP children (attendance, UBC, academic, responsibilities, clubs in school and out of school) look to continue this into next academic year.
- 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 non-sporting during the 2022/23 academic year.
- 100% of PP learners from Year 1 to Year 4 represented BFS at a sporting event during the 2022/23 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:

- Training 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.