



Broadstone First School

Pupil Premium Strategy 2019-2022

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

We are a large two-form entry First school where pupils enter into Early Years Foundation Stage (EYFS) Reception classes and leave at Year 4. Very few pupils are from minority ethnic backgrounds or speak native languages other than English. While the immediate locality is relatively affluent, pupils come from a much wider area. The school holds awards as a Healthy School, for Investors in People, has Family Friendly and Inclusion Marks and has achieved gold standard from the School Games Youth Sports. We are also used extensively as a training school for teachers as the Poole Teaching School Alliance operate from our site as a National Teaching School. Ofsted rate us as an outstanding school. Learners in receipt of the funding have a tailored package as every case is planned with the child at the centre and not as a group. The majority of these learners need additional pastoral support, SALT, close monitoring of attendance and self-esteem mentoring.



Summary Information 2019-2020

	Whole school	Rec	1	2	3	4		
FSM / EVER6	32	1	12	4	6	9	Total budget	£45,740
SERVICE	4	0	0	0	1	3	Total number of pupils on roll	300
CIC/Adopted f C	1	0	0	0	0	1	Number of pupils eligible for PP	37
Total number of pupils	37	1	12	4	7	13	% of school cohort	12.3%
							Date of review	September 2020

Attainment of PP pupils	2018-19		Current year		Progress of PP pupils	2018-19		Current year	
	PP	Non-PP	PP	Non-PP		PP	Non-PP	PP	Non-PP
% achieving GLD	54.5	85.7			Reading EYFS – Y1				
% passing phonics screen Y1	75	94.2			Reading High point – Y2				
% passing phonics catch up Y2	100	100			Reading High point – Y3				
% achieving ARE+ KS1 Reading	50	87			Reading High point – Y3				
% achieving GDS Reading	16.7	33.3			Writing EYFS – Y1				
% achieving ARE+ KS1 Writing	50	83.3			Writing High point – Y2				
% achieving GDS Writing	16.7	25.9			Writing High point – Y3				
% achieving ARE+ KS1 Maths	83.3	85.2			Writing High point – Y3				
% achieving GDS Maths	0	29.6			Maths EYFS – Y1				
					Maths High point – Y2				
					Maths High point – Y3				
					Maths High point – Y3				



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 (9/36 below 95%)
iv	Phonics attainment (50% in 2019 vs 90% 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

CURRICULUM SUPPORT to raise achievement Estimated expenditure £15,928		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
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 GL Package costs	LB RW	June 2020	
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. Research by John Hattie and EEF notes the impactful nature of pupils being metacognitive.	Salary contribution for leadership responsibilities	FL DW	April 2020	
Develop Retrieval Practices to align with best research practice Improved retrieval scores 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 DW	April 2020	



<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 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 DW</p>	<p>April 2021</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 DW</p>	<p>June 2020</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 LG</p>	<p>Sept 2019</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 LG</p>	<p>Sept 2019</p>	
<p>Implement a systematic approach to reading across the school</p>	<p>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</p>	<p>Percentage of LSA salaries</p>	<p>LG RW</p>	<p>April 2020</p>	



<p>To review SMSC and map out British Values in-light of our new curriculum plans</p>	<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>	<p>Salary contribution for leadership responsibilities</p>	<p>LG DG</p>	<p>July 2020</p>	
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**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 NJ	Sept 2019	
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 NJ	July 2020	
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. 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. To lead and develop inclusive practice and liaise with staff and outside agencies to ensure effective channels of communication.	LG RW	July 2021	



<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 LG</p>	<p>July 2021</p>	
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**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/ QA	By 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 Parents to have ownership of £125 to support their child’s learning. This can be used to support trips, uniform, music tuition etc.	HT LG	Sept 2019	
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 RW	June 2020	



<p style="text-align: center;">LEADERSHIP to raise achievement</p> <p style="text-align: center;">Estimated cost £10,550</p>		<p>Development of vocabulary</p> <p>Reading at home/reading for pleasure</p> <p>Attendance of PP pupils (9/36 below 95%)</p> <p>Phonics attainment (50% in 2019 vs 90% of total cohort)</p> <p>Poor social capital of PP pupils compared to non-PP pupils, specifically given catchment</p> <p>Low self-esteem for a significant percentage of PP pupils</p> <p>Parental engagement – helping parents support their children</p> <p>Low attainment on entry of PP pupils compared to non PP pupils (ref GLD attainment at end of EYFS)</p>				
Action and Expected Outcome	Rationale	Allocation of funds	Lead/ QA	By 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 RW	July 2020		
To ensure our school practice for pupil premium is continually monitored and reflect national developments. 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 RW	2019- 2020		
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 DW	July 2020		



- 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

Curriculum Support

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

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

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

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

Pastoral Support

- * attendance
- * self esteem
- * parental engagement

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