

Pupil premium strategy statement

Broom Barns Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	Broom Barns Primary School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Jayne Currant
Pupil premium lead	SLT
Governor / Trustee lead	Mr Richard Hewgill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,115
Recovery premium funding allocation this academic year	£9715
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	£111,830

Part A: Pupil premium strategy plan

Statement of intent

At Broom Barns Primary School we ensure that teaching and learning opportunities meet the needs of all pupils, ensuring that the following principles underpin everything that we do:

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.*
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.*
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.*

We recognise that we have a high level of need (the percentage of disadvantaged and SEN is greater than national averages) and that many families require support with both education and welfare. Common barriers to learning for our disadvantaged children can be less support at home, delayed language and communication skills, lack of confidence, more frequent behaviour incidents and lower attendance. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no one size fits all.

Our school objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- For all disadvantaged pupils to make or exceed nationally expected progress rates.*
- To support our pupils health and well-being to enable them to successfully access all learning opportunities.*
- To improve attendance for all disadvantaged pupils so that it is in line with their non-disadvantaged peers.*

Challenges

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

Challenge number	Detail of challenge
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1	The progress of all disadvantaged pupils is not yet rapid enough to fully close the gap in attainment.
2	The percentage of disadvantaged pupils attaining greater depth is lower than that of their non-disadvantaged peers.
3	The attendance of disadvantaged pupils is not yet in line with non-disadvantaged pupils.
4	On entry, disadvantaged pupil's communication and language is below that of their non-disadvantaged peers.
5	The Coronavirus pandemic and resulting lockdowns affected parental engagement and the school's ability to collect data on disadvantaged pupil's welfare.
6	The number of disadvantaged pupils who are identified as needing SEN support.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	Attainment for disadvantaged pupils is in line with their non-disadvantaged peers.
For all disadvantaged pupils to make or exceed nationally expected progress rates.	Disadvantaged pupils make progress that is similar to that of their peers in all curriculum areas.
To support our pupils health and well-being to enable them to successfully access all learning opportunities.	<p>There is an increase in parent's attendance at workshops, information sessions and parent consultations.</p> <p>There is a reduction in behaviour incidents for disadvantaged pupils.</p> <p>Pupil voice indicates that there is an increase in the numbers of disadvantaged pupils that say that they feel safe both at home and at school.</p> <p>Pupils are effectively supported through targeted pastoral care interventions.</p> <p>There is an increased number of disadvantaged families accessing the support of the family support worker.</p>
To improve attendance for all disadvantaged pupils so that it is in line with their non-disadvantaged peers.	Attendance data shows that the attendance and punctuality of disadvantaged pupils is in line with that of non-disadvantaged pupils.

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: £20,157.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Observation and assessment training for EYFS lead and EYFS staff to effectively target in the moment planning and teaching. £400	EEF – play based learning	1,2,4.
HFL essential maths training. £521.00	HFL – “75% are seeing a positive impact of using the resources on the children’s outcomes and attitudes towards mathematics”	1,2.
Essential Letters and Sounds Synthetic phonics individual reading books £2000	Validated systematic phonics scheme. EEF - phonics	1,2.
Identification of disadvantaged pupils at pupil progress meetings, including problem solving coaching with senior leaders. £1200	EEF pupil premium guidance	1,2,4,6.
Assistant Head Teacher to provide professional and administrative support. £16036.83	EEF pupil premium guidance	1, 2, 4, 6.

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

Budgeted cost: £38,108.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Booster (National Breakfast Programme) £8957.28	EEF project.	1,2,3,4,5,6.
Nuffield Early Language Intervention and Nursery NELI £5837.76	EEF project	1,2,4,5, 6.
Early Talk Boost £3473.28	I Can evaluation	1,2,4, 6.
Project X Phonics £1200 £1743.84	EEF - phonics	1,2, 6.
Talk Boost £3519.36	81% of children reached expected levels in their ability to talk in sentences (compared to 33% before) on the I CAN tracker.	1,2,4, 6.
Enrichment Maths and writing – targeted small groups led by senior leaders. £1500.00	EEF- small group tuition	1,2,4,5.
Independent speech and language therapist. Qualified communications assistant £9676.08	EEF – developing oral language	1,2,4, 6.
Max's Marvellous Maths £1666.08	EEF- small group tuition	1,2, 6.

Senco Surgeries £534.60	EEF – parental engagement	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,431.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Library skills sessions to develop reading for pleasure. £1743.84	Reading for pleasure – research evidence summary	1,2,4.
Increased range of library books. £5000	Reading for pleasure – research evidence summary	1,2,4.
Family support worker appointed to work with vulnerable families and improve parental engagement. £15484.32	EEF – parental engagement	3, 5.
Pastoral care worker appointed to support pupils who are identified as requiring additional emotional and wellbeing support. £6302.40	The impact of school based counselling Impact of ELSA	3, 5.
Attendance officer appointed to monitor and apply the school's attendance strategy. £10320.52	Improving school attendance	3,5.
Parent workshops £286.80	EEF – parental engagement	1,2,4,5.
Access to technology – Google classroom, Chromebooks, laptops. £1800.00 £13,494.00	Using digital technology to improve learning	1,2.

Total budgeted cost: £112,697.99

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.

Intended outcome	Review												
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	<p>Summer data shows that attainment for disadvantaged pupils in Year 6 is higher than for non-disadvantaged pupils in reading, writing and maths.</p> <table><tr><td></td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr><tr><td>Reading</td><td>92%</td><td>69%</td></tr><tr><td>Maths</td><td>83%</td><td>75%</td></tr><tr><td>SPAG</td><td>83%</td><td>81%</td></tr></table> <p>In year data for EYFS shows that attainment is higher for disadvantaged pupils in reading and maths and in line for writing.</p>		Disadvantaged	Non-Disadvantaged	Reading	92%	69%	Maths	83%	75%	SPAG	83%	81%
	Disadvantaged	Non-Disadvantaged											
Reading	92%	69%											
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SPAG	83%	81%											
For all disadvantaged pupils to make or exceed nationally expected progress rates.	Disadvantaged pupils at KS2 outperformed Hertfordshire and National progress scores in reading, writing and significantly outperformed Hertfordshire and National in maths.												
To support our pupils health and well-being to enable them to successfully access all learning opportunities.	<p>Parent questionnaires show that there has been an increase in parent's attendance and engagement in parental events, information sessions and parent consultations.</p> <p>Ofsted 2023 states, behaviour of pupils is exceptional. Pupils are polite and well mannered. They listen to the instructions of adults and work hard in lessons.</p> <p>Pupil voice indicates that there is an increase in the numbers of disadvantaged pupils that say that they feel safe both at home and at school.</p> <p>Pupils are effectively supported through targeted pastoral care interventions.</p> <p>There is an increased number of disadvantaged families accessing the support of the family support worker.</p>												

<p>To improve attendance for all disadvantaged pupils so that it is in line with their non-disadvantaged peers.</p>	<p>Attendance is still slightly below. PPG 92% non PPG 93%</p>
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