

# Broadmeadow Infant and Nursery School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	June 2023
Date on which it will be reviewed	December 2024 December 2025 December 2026
Statement authorised by	Paula Rudd
Pupil premium lead	Paula Rudd
Governor / Trustee lead	Laura Hussey

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (2023/2024)	£104,515
Recovery premium funding allocation this financial year (2023/2024)	£10,766
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this financial year (2023/2024)</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£115,281

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Broadmeadow Infant and Nursery School is that all pupils, irrespective of their background or the challenges they face, make at least good progress across all subject areas. We believe that only by having the highest expectations of all learners, can the highest possible standards be achieved.

We will identify the challenges faced by our disadvantaged pupils and intend to support them by addressing their individual needs and barriers to learning. Carefully planned quality interventions in small groups will enable us to ensure disadvantaged pupils make at least good progress and attain in line with their peers.

High quality teaching underpins our strategy. This approach has been proven to have the greatest impact on closing the disadvantaged gap, whilst simultaneously benefitting our non-disadvantaged pupils in school. With a focus on expert teaching and training needs, it is the intention that the attainment gaps between disadvantaged and non-disadvantaged pupils will narrow and that our pupil premium children will achieve well above the age related expectations in the core subjects.

We will use the most effective evidence based research and recommendations to inform our actions and to guide our decisions to maximise our impact on improving outcomes for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Speech &amp; Language</u></b> Speech and Language skills in Reception and Nursery are often lower for pupils eligible for Pupil Premium that for other pupils.
2	<b><u>EAL</u></b> 12% of our pupils have English as an additional language. Emersion in the English language is important for these pupils and extensive support is provided in class in order to develop a pupil's language and understanding.
3	<b><u>Pupil Premium &amp; SEND</u></b> Many Pupil Premium pupils also have Special Educational Needs and Disabilities to consider.
4	<b><u>Attendance</u></b>

	Attendance is lower (on average) for Pupil Premium pupils than non-Pupil Premium pupils. Persistent absence is strongly linked to Pupil Premium pupils, as is punctuality.
5	<b><u>Enrichment Activities</u></b> Many, not all, Pupil Premium children have limited access to enrichment opportunities, including trips and clubs.
6	<b><u>Deprivation</u></b> Deprivation in the local area is higher than the National Average. Support and resources are limited at home.
7	<b><u>Covid-19</u></b> Impact of Covid-19 (and other absences) on pupils' development.

## 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
Increase the % of Pupil Premium pupils achieving age related expectations in all year groups.	Improved progress and attainment against 2022 pupils.
Increase attendance rates for pupils eligible for Pupil Premium.	The gap in attendance between Pupil Premium and non-Pupil Premium pupils will be reduced. The persistent absence figures for Pupil Premium pupils will improve.
Improve the speech and language skills of Pupil Premium pupils in EYFS and KS1.	Pupils eligible for Pupil Premium in EYFS and KS1 make accelerated progress with their Speech, Language and Communication skills through the use of intensive interventions.
A higher % of pupils are participating in enrichment activities outside of school and have an improved access to a range of activities.	An increased number of pupils participate in enrichments and clubs after school activities, music lessons and subsidising Pupil Premium pupils will allow a greater % of children to participate.

## 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: £93,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all teachers to ensure teaching remains good or better in every classroom.	<p>The EEF states that good teaching is the most important lever school have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</a></p>	2, 3, 6, 7
Approaches to improving language: Wellcomm CPD for staff. Most impact will be in qualify first teaching.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3, 7
Developing the skills of support staff in providing appropriate interventions and scaffolds to support pupils learning	<p>The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2, 3, 6, 7
Employment of extra Teaching Assistant support so that each class has one dedicated TA to work alongside the class teacher to support pupils who need it.	<p>The EEF evidence shows that improving teaching/intervention quality leads to greater impact on the outcomes for pupils.</p> <p>57% of our SEND pupils are in receipt of PP funding. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers</p>	3, 6, 7

TA's will deliver and support targeted interventions for Pupil Premium pupils, including targets identified on ITPs for those with SEND needs.	and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
Targeted Intervention Teaching Assistant to support Pupil Premium pupils and pupils with SEND to make better progress against targets.	57% of our SEND pupils are in receipt of Pupil Premium funding. Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.  Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured 1:1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Wellcomm to accelerate progress with Speech and Language	EEF research shows that such programmes can add an additional 6 months' worth of progress. This is significant for 4-5 year olds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Use of Little Wandle online	Online software to support Reading at home and school. Giving opportunities for parents to support pupils at	6

software to support learning both at home and school.	home and enabling them to gain an understanding of curriculum content.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Teachers and teaching assistants will provide interventions appropriate to the pupils needs	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. This can add 5+ months of progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3, 6, 7

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement our full range of attendance awards to encourage our high expectations for attendance at school.	There is a clear link between poor attendance and poor attainment/progress.  We will be introducing some new attendance incentives for both pupils and their families. These will include ½ termly popcorn and pizza afternoons for pupils with above 98% attendance. Termly, parents will be able to win £75 worth of food vouchers, providing their child's attendance is above 98%.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</a>	4
To effectively liaise with families where absence is a particular issue	There is a clear link between poor attendance and poor attainment and progress.	4

<p>in order to improve their child's attendance.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</a></p>	
<p>Annette Kemp has been appointed a day per week to work with children and families as a family support worker and Michele Stevens as attendance officer. They will meet with parents and children to support targets at home and school.</p>	<p>Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.</p> <p>We are continuing to implement fines for term time holidays as a way to improve our attendance levels further and to discourage term time holidays.</p> <p>Evidence shows that increased attendance leads to increased levels of achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/securing-good-attendance-and-tackling-persistent-absence</a></p>	<p>4</p>
<p>Topping up or subsidising trips and activities so that more children can access them, enhancing learning</p>	<p>Part funding these activities we are ensuring that these visits and activities can take place enriching the education of pupils taking part. The fund also allows for Pupil Premium pupils to participate in events that parents might not be able to afford, for example residential visits. Research suggests that participation in such events increases confidence and that this improved confidence subsequently improves attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>5</p>

**Total budgeted cost: £115,939**