



## Pupil Premium Strategy Statement Broadfield Primary School

Summary information					
<b>School</b>	<b>Broadfield Primary School</b>				
<b>Academic Year</b>	2018/19	<b>Total PP budget (Budget from April 2019 – March 2020)</b>	£112,200 EYPP £4230	<b>Date of most recent PP Review</b>	17 <sup>th</sup> September 2019
<b>Total number of pupils</b>	Jan 2018 Census 402	<b>Number of pupils eligible for PP</b>	Jan Census 2018 92 PP and 5 EYPP	<b>Date for next internal review of this strategy</b>	January 2020

2018/19 Attainment			
For 2018/9 Year 6 cohort (total 46 children)	<i>Pupils eligible for PP - x children at Broadfield (un validated data)</i>	<i>All Pupils at Broadfield (un validated data)</i>	<i>National Average for all children (un validated)</i>
<b>% achieving in reading, writing and maths</b>	71% (Greater Depth 18%)	72% (Greater Depth 9%)	% (Greater Depth 11%)
<b>% making progress in reading</b>	76% (Greater Depth 35%)	76% (Greater Depth 20%)	73% (Greater Depth 27%)
<b>% making progress in writing</b>	94% (Greater Depth 24%)	85% (Greater Depth 11%)	78% (Greater Depth 20%)
<b>% making progress in maths</b>	94% (Greater Depth 29%)	93% (Greater Depth 24%)	79% (Greater Depth 27%)

**Attainment End of Year Data Summer 2019.****% of children who reached or exceeded the expected standard**

<b>Attainment in Reading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	100%	81.3%	87.5%	77.8%	60.0%
Non Pupil Premium	62.5%	70.0%	78.4%	67.9%	59.4%
All Pupils	73.9%	73.9%	80.0%	71.7%	59.6%

<b>Attainment in Writing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	85.7%	75.0%	75.0%	61.1%	53.3%
Non Pupil Premium	59.4%	56.7%	64.9%	71.4%	59.4%
All Pupils	67.4%	63.0%	66.7%	67.4%	57.4%

<b>Attainment in Maths</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	100%	81.3%	62.5%	77.8%	53.3%
Non Pupil Premium	59.4%	63.3%	54.1%	75.0%	56.3%
All Pupils	71.7%	69.6%	55.6%	76.1%	55.3%

<b>Attainment in Reading, Writing and Maths</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	85.7%	68.8%	62.5%	55.6%	46.7%

Non Pupil Premium	59.4%	50.0%	48.6%	64.3%	40.6%
All Pupils	67.4%	56.5%	51.1%	60.9%	42.6%

% of disadvantaged Reception children that achieve the Good Level of Development (71.43%) compared to all Broadfield pupils at 70.45%

% of disadvantaged Y1 pupils that met the expected target in phonics (100%) compared to all Broadfield pupils at 100%.

<b>2017/18 Attainment</b>			
For 2017/18 Year 6 cohort (42 total children)	<i>Pupils eligible for PP - 23 children at Broadfield (un validated data)</i>	<i>All Pupils at Broadfield (un validated data)</i>	<i>National Average for all children (un validated)</i>
<b>% achieving in reading, writing and maths</b>	67% (Greater Depth 9.5%)	74% (Greater Depth 9%)	64% (Greater Depth 9%)
<b>% making progress in reading</b>	77% (Greater Depth 23.8%)	81% (Greater Depth 28%)	75% (Greater Depth 28%)
<b>% making progress in writing</b>	86.4% (Greater Depth 9.5%)	88% (Greater Depth 9%)	78% (Greater Depth 20%)
<b>% making progress in maths</b>	87% (Greater Depth 33%)	93% (Greater Depth 26%)	76% (Greater Depth 24%)

**Attainment End of Year Data Summer 2018.****% of children who reached or exceeded the expected standard**

<b>Attainment in Reading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	100%	100%	68.8%	75.5%	76.5%
Non Pupil Premium	82.8%	73.7%	69.0%	81.3%	75.9%
All Pupils	89%	78%	68.9%	79.2%	76.1%

<b>Attainment in Writing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	82.4%	57.1%	56.3%	62.5%	76.5%
Non Pupil Premium	69%	71.1%	65.5%	75.0%	69.0%
All Pupils	74%	68.9%	62.2%	70.8%	71.7%

<b>Attainment in Maths</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	94.1%	85.7%	62.5%	68.8%	82.4%
Non Pupil Premium	79.3%	76.3%	65.5%	75.0%	82.8%
All Pupils	84.8%	77.8%	64.4%	72.9%	82.6%

**Progress End of Year Summer 2018****Average Point Scores**

<b>Progress in Reading</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	2.2	4.3	3.8	3.6	4.2
Non Pupil Premium	2.5	4.3	3.7	4.5	4.4
All Pupils	2.4	4.3	3.7	4.2	4.3

<b>Progress in Writing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	2.0	4.4	3.7	3.5	4.2
Non Pupil Premium	2.7	4.3	3.4	4.3	4.1
All Pupils	2.4	4.3	3.5	4.0	4.2

<b>Progress in Maths</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Pupil Premium	2.3	4.7	3.8	3.4	4.6
Non Pupil Premium	2.4	4.3	3.8	4.2	4.6
All Pupils	2.3	4.4	3.8	4.0	4.6

% of disadvantaged Y1 pupils that met the expected target in phonics (94%) compared to all Broadfield pupils at 89%.

<b>Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Oral language skills on entry to school are generally lower due to, in some cases, language barriers and parents being unable to support their children's language development	
<b>B.</b>	Low self-esteem issues for small groups of pupils mostly eligible for pupil premium are having a detrimental effect on their academic progress	
<b>C.</b>	Pupil Premium children in the current 2018/19 Year 3, Year 4 and Year 5 are underperforming against all Broadfield children in the areas of maths and writing.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance rates for some pupils eligible for pupil premium has been well below the school target for all children. This reduces their school hours and causes them to fall behind.	
<b>E.</b>	Parental mental health concerns stemming from settlement in the UK, issues with housing, domestic violence and lack of opportunities to access enrichment opportunities/activities	
<b>1. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintain the progress of the high ability children who are eligible for PP in Year 3 and 4. Reviewed at termly pupil progress meetings	Greater Depth achieved for these children <b>Achieved September 2019</b>
<b>B.</b>	Maintain the attendance rates for all pupil eligible for pupil premium. Reviewed at termly pupil progress meetings	High attendance <b>Achieved September 2019</b>
<b>C.</b>	Good Level of Development and end of year expectations met for eligible PP children in all year groups. Reviewed at termly pupil progress meetings	End of year data <b>Achieved September 2019</b>
<b>D.</b>	Higher rates of progress and improved attainment in reading for those children eligible for PP. Reviewed at termly pupil progress meetings	End of Year data <b>Further data analysis required September 2019</b>
<b>E.</b>	Higher rates of progress and improved attainment in maths for those children in Y4 and Y3 eligible for PP. Reviewed at termly pupil progress meetings	End of Year data <b>Further data analysis required September 2019</b>
<b>F.</b>	Higher rates of progress and improved attainment in writing for those children eligible for PP. Reviewed at termly pupil progress meetings End of Year data	End of Year data <b>Further data analysis required September 2019</b>

<b>G.</b>	Improvement in listening and understanding and improved speech and language skills in the foundation stage for those children eligible for PP.	End of Year data Further data analysis required September 2019
<b>H.</b>	Enrichment and first hand experiences and provided for the pupils. Pupil voice shows a greater engagement in learning.	Pupils in the foundation stage make accelerated progress in understanding of the world, early learning goal. Pupils are more engaged and there is a positive impact on progress and attainment. Achieved September 2019
<b>I.</b>	Parental mental health is supported through a range of services and provision offered at Broadfield	Parents are correctly identified and support is provided. Attendance at events. Achieved September 2019

2. Planned expenditure					
Academic year	2018/19				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Improve attendance and punctuality</b>	Maintaining Breakfast Club for children starting at 8am each day with subsidised cost of attendance. Offering range of activities including sports and arts. Selected children attend free of charge and receive small group tuition for 30 mins each day	Review of last year spend (see below) – ongoing successful initiative.  Absolute need for vulnerable families	Close monitoring of attendance data and increasing the number of children who attend	Phase leaders	January 2019.  Breakfast club is operating well – 30-40 children are in attendance each day.
<b>Improve attendance and punctuality</b>	One day per week attendance officer – performing first day calls, home visits and supporting parents	Review of last year spend (see below) – ongoing successful initiative	Regular update meetings with Attendance Officer	Attendance Officer	January 2019  Attendance closely monitored
<b>Total budgeted cost</b>					£20,500
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?



Support vulnerable pupils with social and emotional aspects of learning	Place2Be school counselling service 2 days per week	Ongoing need for children and parents –has become an invaluable part of Broadfield school life.  Mental Health is becoming an increasingly demanding issue for children and families in 2018 and support is needed for children to be able to overcome barriers to their learning. Social and emotional difficulties	Termly updates to the governing body and regular meetings with school project manager	Place2be School Project Manager	January 2019  Service operating well
<b>Total budgeted cost</b>					£28,000
Providing children with a range of wide range of life experiences and opportunities to engage	Subsidised trips and experiences  Wider Music Opportunities	First hand experiences of a range of events and trips	Impact on pupil progress and pupil voice	Unit Leaders	Each year group has had access to a number of additional opportunities
<b>Total budgeted cost</b>					£11,500
Improved progress and attainment for higher attaining pupils	1-1 Tuition from experienced teaching staff	Provide Individualised support where this is best fit with the needs of the child	Pupil Progress Meetings Termly	Unit Leaders	Termly Under review
<b>Total budgeted cost</b>					£28,000
Improved attainment and progress in reading across the school	Reading Support Teacher September – November –across the school with a focus on reading  Teaching Assistant working across the school focusing on	Provide Individualised support where this is best fit with the needs of the child	Pupil Progress Meetings Termly	Unit Leaders	Termly  Reading support teacher working one day per week from November – March on reading. Teaching

	reading 2 days per week				Assistant working 2 days per week
<b>Total budgeted cost</b>					£17,000

Improved speech and language skills in the Early Years	Teaching Assistant working with children in early years using specialised speech and language programmes	Improve communication skills	Pupil Progress Meetings Termly	Unit Leaders	Termly
<b>Total budgeted cost</b>					£16,000
<b>Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017/18</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

<p>Increase attendance and punctuality</p>	<p>Maintaining <b>Breakfast Club</b> for children starting at 8am each day with subsidised cost of attendance. Offering range of activities including sports and arts. Selected children attend free of charge and receive small group tuition for 30 mins each day</p>	<p>High. Increased numbers of children attending Breakfast Club. 53% of the Pupil Premium Children in Y6 attend Breakfast Club</p> <p>Targeted vulnerable families offered subsidised / free service where appropriate</p> <p>Case study shows that attendance at Breakfast Club has a positive impact on a child's punctuality</p>	<p>Wider opportunity available for Broadfield as pupils are very positive about attending. Teachers felt some pupils benefited in their learning from a good start to the day.</p> <p>Consider parent/pupil voice.</p> <p>Opportunity for sports activities at Breakfast Club.</p> <p>Other local schools are able to attract even higher numbers of pupils through a very low cost to attend.</p>	<p>£6000</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Support vulnerable pupils with social and emotional aspects of learning</p>	<p>Place2Be school counselling service 2 days per week</p>	<p>High</p> <p>Individualised support for vulnerable children.</p> <p>There are 13 counselling 'slots' available for children. Currently as of July 2018, 12 'slots' are in use. 9 of the slots are taken up currently by Pupil Premium Children.</p> <p>These are long term placements and these pupil premium children have been in counselling, in the most part, since the Autumn term 2017.</p> <p>Impact quote from Pupil Premium Child</p> <p>"Since coming to Place2be my behaviour has changed. I can make friends easier, and I'm also more confident in School. I'm actually enjoying Maths, and English".</p> <p>The key themes emerging from the 1-1 counselling sessions has been confidence, self-esteem and resilience.</p> <p>53% of Pupil Premium children in Years 1 to 6 have accessed either group / and or individual Place2Talk sessions in the academic year 2017/18</p> <p>Support sessions were held with all KS2 children in class.</p>	<p>Key to Broadfield to maintain this service</p> <p>Increasing need for the service – and can be extended to parents</p>	<p>£27,000</p>
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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support vulnerable pupils with social and emotional aspects of learning	Pastoral Worker	Mixed. Unfortunately to staffing, other members of staff shared the role that was originally intended to be a stand-alone role.	Pastoral support plans in place and have supported the needs of vulnerable children.  Shared responsibility throughout schools.	£25,000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Providing children with a range of wide range of life experiences and opportunities to engage	Subsidised trips and residential trips          Wider opportunities music	High. Positive feedback from children  All children in year 6 and actively encouraged to attend a two night residential activity trip in the September of year 6 – providing them with one off opportunities to develop a range of skills and to experience a huge number of activities that they would not have experienced in everyday life. The cost of the trip is heavily subsidised  Additional aspirational opportunities	Very important to Broadfield pupils.  Review trips in conjunction with curriculum and budget to best plan	£9000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved rates of attendance and safeguarding	One day per week attendance officer – performing first day calls, home visits and supporting parents	Mixed. Case studies show that there has been an improvement in attendance	Continue to monitor pupils and award prizes to those to have good attendance termly.  We will award attendance in innovative ways to encourage vulnerable children to improve their attendance and punctuality.	£8000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved progress and attainment for higher attaining pupils	1-1 Tuition by experienced teacher  Access tuition from local independent grammar school 'Mastering Maths'	High. The majority of higher attaining pupil premium children who accessed 1-1 tuition met and exceeded the Year 6 standard in reading  X 2 eligible pupils passed local independent entry examinations  2 out of 2 boys and 5 out of 6 girls achieved at the highest standard in the SATS test. 26% of the whole cohort achieved the highest standard in maths	Focus was on reading which was the purpose of the tuition.  Continue with approach next year.  Continue working with school and resource transport and a member of staff	£10000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improve the listening and attention and understand as well as their speech and language skills in the EYFS	Contribution to ECAT Programme delivered by experienced support staff one teaching assistant 5 mornings per week and one teaching assistant 3 days per week	For all children Communication, Language and Literacy, in 2017 68.9% met the learning objective and this increased to 75.6% in 2018	Key to provision and needs to continue. More staff are now undertaking speech and language training.	£30,000
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support Year 4 pupils to ensure good progress in all subjects	Additional teacher in Year for the Spring Term and teaching assistant	Mixed. By the end of Year 4 the proportion of children making expected progress moved from 54% to 79% in reading.  66% on track with the combined which is broadly in line with national average	Difficult – will review teaching staff model. Good overall and better than expected in reading.	£6000



<p>Support Year 1 pupils to ensure good progress in all subjects</p>	<p>Additional teaching assistant for Year 1</p>	<p>High Eligible children achieved 94% pass rate in phonics and 100% of eligible children achieved the expected standard in Reading and performed well in all other areas</p>	<p>Continue with the interventions and support</p>	<p>£16,000</p>
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