



# Broughton Fields Primary School

## Pupil Premium strategy statement: 2019-2020

Summary information					
School	Broughton Fields Primary School				
Academic Year	2019/20	Total PP budget	£85,800	Date of most recent PP Review	July 2019
Total number of pupils	414	Number of pupils eligible for PP	65	Date for next internal review of this strategy	June 2020

Current attainment			
	<i>Pupils eligible for PP in the school</i>	<i>Pupils not eligible for PP in the school</i>	<i>National average for all pupils in 2019</i>
% achieving expected standards in R, W and M combined at KS2	25%	52%	65%
% achieving expected standard in reading KS2	58%	76%	73%
% achieving expected standard in writing KS2	65%	57%	78%
% achieving expected standard in maths KS2	75%	83%	79%
% achieving expected standards in reading at KS1	30%	88%	75%
% achieving expected standards in writing at KS1	10%	67%	69%
% achieving expected standards in maths at KS1	10%	82%	76%
% achieving expected standard in Phonics Screening Check	100%	93%	82%
% achieving GLD in EYFS	42%	66%	72%

Barriers to future attainment
In-school barriers
There is frequently a link between PP & SEND increasing the barriers to learning and attainment.

Oral language skills are often lower for pupils eligible for PP than for other pupils.		
Level of vocabulary and breadth of 'background and life' knowledge adversely affects accessibility to the curriculum		
Wider engagement with reading texts and other material is often limited		
Learning to learn strategies and ability to keep pace with others at similar starting points is often diminished		
<b>External barriers</b>		
Punctuality and attendance difficulties, although above national average is higher amongst PP children (94.5% compared to 96.9% non PP)		
Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children's health and parental anxieties/skills		
Some pupils come from homes with limited experiences of higher education and may therefore have low aspirations for their futures		
<b>1. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP pupils are well supported and make good progress in reading/ writing and maths, particularly in FS and KS1.	Early identification and close monitoring of barriers for PP pupils alongside high quality support ensures they make good progress from their starting points. Established procedures are in place to support new arrivals with poor English language skills or other vulnerabilities. End of KS1 attainment and progress gaps are reduced. Maintain a higher proportion of PP pupils achieving GLD in EYFS, particularly in C&L.
<b>B.</b>	Increase combined figure a UKS2	The gap between PP and non PP in SATS will diminish. Children vulnerable in just one curriculum area will be given extra support and guidance to reach expected levels.
<b>C.</b>	Increased participation of families attending parental engagement sessions	Children and Families Officer as well as other key staff have hosted well attended engagement events.
<b>D.</b>	Increase cumulative 'background' knowledge and retention of transferable vocabulary	Curriculum-based teaching strategies indicate improved understanding and retention of vocabulary/background knowledge. In checking for understanding, teachers report that curriculum-based retrieval strategies result in increased retention. Reading has a raised profile and increased participation rate across the school community. Annual performance data show reading scores are being increased to prevent further drop off.
<b>E.</b>	Support for families who are facing social and economic challenges	Increase the number of families engaging with school and feeling supported, resulting in improved attendance. Develop family support to increase understanding of school curricular demands for children. Enhance the school's offer of opportunities for parents to be involved in children's reading and wider learning goals. Ensure PP children have access to a rich variety of after school clubs, lunchtime clubs and extra-curricular trips to provide a deep experiential aspect to their learning

**Planned expenditure**

September 2019

<b>Academic year</b>		<b>2019/20</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>		<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A.</b>	PP pupils are well supported and make good progress in reading/ writing and maths, particularly in FS and KS1.	<ul style="list-style-type: none"> <li>• Early identification of barriers to learning reception on entry.</li> <li>• Bespoke support for identified pupils including QFT and small group interventions .</li> <li>• Parent workshops to help them to understand expectations and how to support their child at home.</li> <li>• SALT to target support in EYFS.</li> <li>• SENCO to take an active role in supporting planning and strategies for staff.</li> <li>• Rainbow challenges introduced in FS to encourage a broader aspiration to achieve across all areas of learning.</li> </ul>	PP pupils showed significant difficulty in accessing the standards required for GLD performed particularly poorly in KS1 Tests. There is a large gap between PP v non PP	Accurate identification of need and targets intervention/support. Rigorous monitoring of the provision and progress made by these pupils. Staff training to ensure support plans and other targeted strategies are insightful, regularly reviewed, and altered accordingly. Regular monitoring of the quality of learning in books, through check-in conversations and through discussions with pupils.	SENCO Assistant Heads.	Termly
<b>B</b>	Increase combined figure at UKS2	<ul style="list-style-type: none"> <li>• Introduce Pixl assessments to identify learning gaps.</li> <li>• Staff training to use Pixl portfolio effectively to address gaps.</li> <li>• Use Pixl therapies to deliver targeted teaching in classes and small groups</li> </ul>	PP children performed poorly across all 3 assessed KS2 areas. Monitoring of vulnerabilities in each area compared to other areas needed improving.	Regular attendance at training conferences and meetings with Pixl associate trainer. Comparison of assessments and outcomes to other Pixl schools nationwide. Regular monitoring of therapies to ensure they are closing identified gaps.	Deputy Head UKS2 Leader	Monthly/Pixl Assessment cycle
<b>D</b>	Increase cumulative 'background' knowledge and retention of	<ul style="list-style-type: none"> <li>• Quality whole class reading daily in each class across the school where talk is central.</li> <li>• Intervention groups/1:1 reading implemented to focus on the</li> </ul>	Very low starting point for pupils entering EYFS. Reading data shows the gap for PP	Monitoring teaching and learning. Discussions with pupils. Lesson observations show evidence of challenge and engagement. Rich staff CPD programme.	Assistant Heads.	Regularly throughout the year.

	transferable vocabulary - READING	<p>needs of bottom 20% of readers to help close the gap</p> <ul style="list-style-type: none"> <li>Guided fluency groups.</li> <li>Reading training regularly across the year to develop teacher's own knowledge of reading strategies.</li> </ul>	Research demonstrates the vocabulary gap for PP and gap increases further up the school. Reading was lowest assessed subject at end of KS2			
<b>D</b>	Increase cumulative 'background' knowledge and retention of transferable vocabulary - CURRICULUM	<ul style="list-style-type: none"> <li>Launch of redesigned curriculum to incorporate whole school headline topics.</li> <li>Progressive documents completed to ensure a methodical route of learning in each area throughout the school.</li> <li>Focus on prior learning in lessons to aid children's retention and depth of learning.</li> </ul>	Curriculum review had revealed gaps in National Curriculum teaching. This was also seen in gaps in children's learning. Not all children were confident in transferring learning skills between subjects. PP children in particular showed low levels of learning retention.	Pupil voice able to articulate greater interest in learning and more confidence in learning skills. Higher outcomes of assessed learning across school.	All staff.	Half termly at the end of each topic.

### ii. Targeted support

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?
<p><b>A</b></p> <p>PP pupils are well supported and make good progress in reading/ writing and maths, particularly in FS and KS1.</p> <p><b>B</b></p> <p>Increase combined figure at KS2</p>	<ul style="list-style-type: none"> <li>Targeted intervention across school focused on automaticity in basic skills including catch-up phonics, pre teaching, over-learning support and bespoke interventions.</li> <li>Morning tutoring for Yr 6 children.</li> <li>Additional individual tutoring for children delivered by specialised TA.</li> </ul>	<p>Addressing gaps early and building capacity through practice of the core skills are essential to maximise future learning. By investing time in the main curriculum and through frequent, short intervention sessions the intention is to reduce the need for frequent intervention at a later stage.</p> <p>Smaller group sizes/ positive adult to child ratios and increased expertise/capacity ensure a continued focus on pupils eligible for PP.</p>	<p>Learning support team deployed in core subject lessons across the school to target disadvantaged learners.</p> <p>Additional teachers and Senior Leaders allocated part time to reduce group sizes and provide additional expertise/support.</p>	TAs/NNs SLT	Half termly

### iii. Other approaches

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?
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<b>C</b>	Increase participation of families to attend parental engagement sessions	<ul style="list-style-type: none"> <li>Parental workshops and activities to take place in the school year i.e. "Tea and Talk", "Tea and Maths", "Tea and Reading".</li> <li>Training sessions to be held for parents</li> <li>Jigsaw families training and delivery</li> </ul>	<p>Introducing parents to concepts face to face is consistently more effective than via newsletters or printed material.</p> <p>Jigsaw Families programme is established and has proved to be successful in schools nationwide.</p>	<p>Attendance registers of events</p> <p>Targeting specific families</p> <p>Asking parents questionnaires of what sessions, they would like you see take place</p>	<p>Assistant Heads</p> <p>Deputy Head</p> <p>Children and Families Officer</p>	After each specific event
<b>E</b>	Support for families that are facing that social and economic challenges	<ul style="list-style-type: none"> <li>Parents have a first point of contact through Children and Families Officer offering advice and support on a range of domestic issues and provide links with the support agencies</li> <li>Children and Families Officer offers daily/weekly/regular bespoke support to children.</li> </ul>	A higher proportion of PP children are receiving individual and family support within school and from external agencies than non PP children.	<p>Monitoring of data to record number of families supported. Monitor data of specific children to measure improved attendance, increased academic performance at school and reduction in behaviour sanctions</p> <p>Record developing links with outside agencies.</p> <p>Parental questionnaires to monitor impact.</p>	Children and Families Officer	Regularly through appraisal cycle.
<b>E</b>	Support for families who are facing social and economic challenges	<ul style="list-style-type: none"> <li>Financial support to allow PP children equality of access to day trips and residential trips.</li> </ul>	Development of confidence, wider knowledge of the world and aspiration is consistently shown on extra curricular activities which makes equality of access essential.	Programme of funding for PP children managed by Finance Assistant to ensure availability is known to all eligible families.	Finance Team	Regularly at payment windows over the year.

Planned Expenditure:

Jigsaw Parent Training	£1800
Provision Map SEN software	£357.50
Milk	£429.50
Trip and Residential Funding	£1078.25
Pixl	£2675
Support Staff	£98309.32
Children and Families Officer	£31189
<b>TOTAL</b>	<b>£135838.57</b>
Pupil Premium Grant	£85800
School Budget Contribution	£50003.57