

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

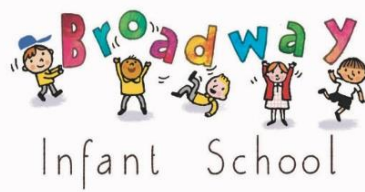
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Broadway Infant School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	16% (Sept 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Nicola Barker
Governor / Trustee lead	Carol Warrant - governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,485
Recovery premium funding allocation this academic year	£2178
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	27,663



Part A: Pupil premium strategy plan

Statement of intent

At Broadway Infant School our aim is Inspiring curiosity, achieving excellence.

At Broadway Infant School we believe that we have an important role in establishing all our children as life- long learners through our creative and exciting curriculum and nurturing environment.

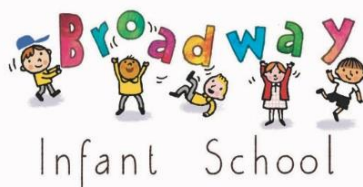
When making decisions on the allocation of pupil premium funding and how to ensure that children have full advantage and success, we consider a variety of barriers and challenges that individual children face and any issues in the context of the school. As well as taking into account the barriers and challenges, we use successful research methods to ensure children achieve academically and to support social and emotional aspects of learning.

As a school there is prime focus on diminishing the difference in attainment between disadvantaged pupils and all pupils and non -pupil premium pupils not only compared with Broadway pupils but with non -pupil premium children nationally. In order to diminish the differences between disadvantaged children and others we will ensure that:

- All children receive high quality teaching
- A high profile is given to disadvantaged pupils
- All staff are accountable for the progress of disadvantaged pupils
- All interventions will be tailored to the social and emotional and academic needs of the child.

The progress and attainment of **all** pupils at Broadway Infants is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. Each Class teacher meets with School Leaders three times a year to discuss all their pupils and examine the best way forward for each individual. They will also meet an additional 3 times a year with the PP and SENCO lead to discuss PP/SEN children and their progress, effectiveness and impact of provision.

As we are an infant school, we strongly believe that identifying and supporting the challenges that all children have as early as possible can make a huge impact on their development both academically and socially and emotionally. We have a variety of

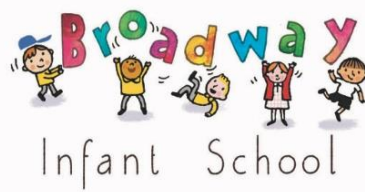


pre-school providers which we work closely with to ensure transition and immediate support when children begin their journey with Broadway. The transition between year groups is also a key focus for us to ensure that children have continuity in their support and that all staff are aware of needs. Transition from Year 2 to their next school is also of prime importance.

Challenges

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

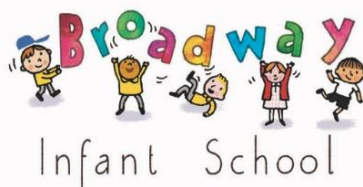
Challenge number	Detail of challenge
1	<p>Impact of covid – Due to national lockdowns (March 2020, November 2020, January 2021 and school closures March 2020, January 2021), all children have had significant disruption to their early education.</p> <p>The children in Year 2 have not yet had a complete school year in school with closure in their Reception year and also in Year 1. Year 1 children missed out on a large part of the Reception year and a huge part of their pre-school/nursery experiences. The children in Reception have missed out a vast amount of nursery/pre-school experiences.</p> <p>All our young children have missed out on family experiences and social and interaction opportunities with other children and adults.</p>
2	<p>Our school data trend (teacher assessments, no formal testing 2020 & 2021 due to covid) shows that the majority of PP children are working below age expected expectations in reading, phonics, writing and maths compared with all pupils.</p>
3	<p>Family circumstances/ Lack of family engagement/Early help / ACES – parent mental health.</p>
4	<p>Communication, speaking and listening skills - observations, discussions and assessments indicate under developed oral language skills and vocabulary gaps, more prevalent among PP pupils.</p>
5	<p>Attendance – in 2020-21 6 of the PP pupils had attendance at less than 90%. Overall PP children attendance once schools reopened following lockdown – 93.9% compared with 96.8% non PP children.</p>



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
<p>For the gap between the percentage of PP children and non-PP children achieving the expected standard or exceeding expectations for their current school year to be diminished.</p> <p>For the attainment and progress of PP children at Broadway to match or exceed national data for PP children.</p>	<p>PP children will make at least 6 steps progress in the school year.</p> <p>Percentage gap between PP and non-PP children to be diminished.</p>
<p>Parents are more engaged with their child's learning; particularly reading daily and practising maths targets.</p> <p>Parents have a clearer understanding of how to help their child achieve and thrive at school.</p>	<p>Disadvantaged children will make good progress or better in their reading.</p> <p>PP children will be champion readers at least 10 times a year.</p> <p>PP children will complete homework tasks in line with their peers.</p>
<p>Improving oracy – all children will have a wider vocabulary and understanding of language which will improve their reading and writing progress and attainment.</p>	<p>PP children will make at least 6 steps progress in reading and writing.</p> <p>Language intervention will support PP children to make good progress when assessed using the Vocabulary Scale and/or the Language assessment on Language Link.</p>
<p>Attendance of PP children is consistently is in-line with the schools attendance target.</p> <p>Where there are concerns around attendance PP families are supported to improve their child's attendance, keeping it above 90% at all times.</p>	<p>All children consistently attend school 97% of the time.</p> <p>PP families are supported to improve attendance where needed through access to support services.</p>



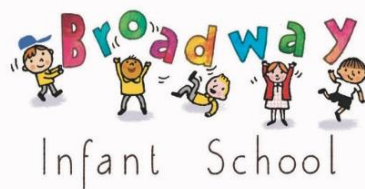
Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

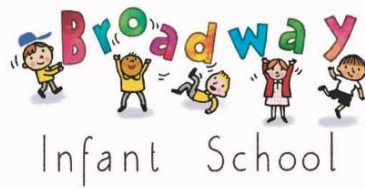
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7444

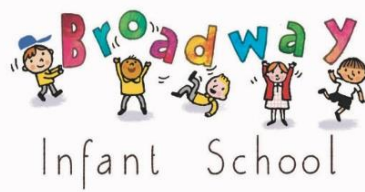
Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4
Teacher assessment	Through pupil progress meetings and PP progress meetings, staff are aware of the gaps in children's learning through individual reading assessments.	1&2
Priority readers – KS1 lowest 20% Children read at least 3x week	Children assessed in the lowest 20% of readers. https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/	2
CPD training for all staff on phonics and reading	INSET training for ALL teaching staff on the new phonics scheme.	1,2,4
Oracy project – Oracy leader training. All staff trained and implement strategies from the oracy project.	On entering school children have declining communication and language skills. EEF EYFS toolkit- https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Southwest Oracy Project – Reduced oracy skills are often linked to children with disadvantaged backgrounds. Gap is widening due to a lack of exposure to a varied vocabulary as a child. Children aged 5 in a	1,2,4



	<p>reduced income household are 19 months behind a higher income household.</p> <p>Oracy project findings – increased time teaching reasoning and discussion and reduced time on giving expected answers boosts academic results.</p> <p>Jean Gross 2018 –Time to Talk</p> <p>Focussing on oracy and communication raises attainment and narrows the gap between advantaged and disadvantaged children whilst improving their behaviour.</p>	
PP progress meetings with all staff	<p>PP lead to meet with all class teachers to identify barriers, discuss progress and plan interventions and strategies to support barriers 3 x school year.</p> <p>PP lead has wider knowledge of the challenges of children in our school which leads to improved research into interventions and strategies to support and extend our disadvantaged pupils.</p>	2
<p>PP Parent support meetings and packs.</p> <p>Packs given to all parents of PP children containing ways to support child with learning at home, and resources that may help.</p> <p>Eg number lines, rulers, pens, pencils, paper, flashcards.</p>	<p>The importance of parent engagement in children’s learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p> <p>https://ore.exeter.ac.uk/repository/bitstream/handle/10871/39347/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?sequence=1</p> <p>EEF EYFS toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>EEF toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 5
Continuous provision in EYFS and Y1 – visit from CP specialist, purchasing books and resources, visits to other schools.	<p>Play based learning in EYFS & Y1 Improving the interaction skills and social and emotional development in children in the EYFS and Y1.</p>	1, 4



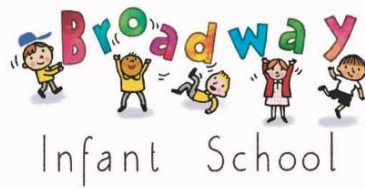
	<p>Early excellence https://earlyexcellence.com/latest-news/press-articles/the-challenge-for-y1-september-2020/</p> <p>EEF EYFS toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	
<p>Improve the quality of social and emotional learning using the JIGSAW programme and in daily practise.</p>	<p>There is extensive research associating childhood social and emotional skills with improved outcomes at school and later in life. S&E learning will be embedded into routine educational practices and supported by professional development and training for staff. EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1, 3
<p>Reading and phonics meeting for all parents.</p> <p>Stay and play/read sessions with parents</p>	<p>Actively involving parents in supporting their children's learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/why-is-reading-so-important.html</p>	2, 3, 5



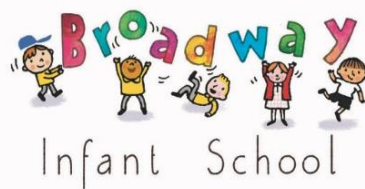
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics / reading sessions targeted at disadvantaged pupils who require further phonics / reading support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1&2
Purchase Speech and Language Link licenses to enable pupils speech and language skills to be assessed and targeted intervention provided.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
Evidence informed interventions TAs Speedy reading Priority reading Phonics hero Phonics intervention Maths Intervention Speech and Language Handwriting Social skills/nurturing PP reading	All children assessed by teachers as a lower attainer, with SEN, specific needs have interventions – either 1 to 1 or small group. Entry levels are entered and post intervention exit scores are evaluated to inform next steps. Provision maps with interventions, targeted children and scores is kept for each year group reassessed 3x a year. HERTs for learning – KS1 reading intervention. Reading fluency project. EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,4



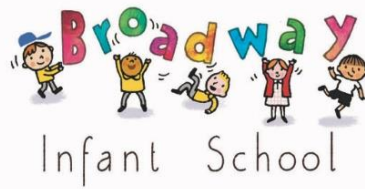
<p>Evidence informed speech and language support with individual children.</p>	<p>Evidence from teachers or external S&L support.</p>	<p>2,4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Vision for education NTP</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>



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

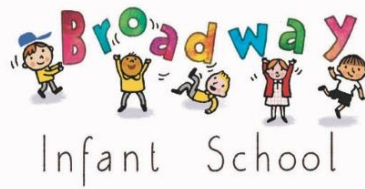
Budgeted cost: £4433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Well-being /nurture interventions</i> <i>Enrichment – cooking</i> <i>Mindfulness – lego therapy – HLTA to train intervention TAs</i></p>	<p>Nurture group are set up though evidence based observations and assessments – Boxall profile</p> <p>These are short-term focussed interventions looking at the individual needs and challenges. These is for any pupils in the school identified as needing this support.</p> <p>https://www.nurtureuk.org/sites/default/files/nurture_groups_booklet_online.pdf</p> <p>The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components.</p> <p>Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision:</p> <p>https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</p>	<p>All</p>
<p>EWO service and release time for PP lead to meet with PP families.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>



<p>Ensure all eligible PP parents spend their annual allocated funding - Letter to eligible parents.</p>	<p>PP parents allocated £70 per school year to spend breakfast club/after school clubs/trips. Evidence suggests that attending Breakfast club improves attendance, punctuality and motivation. https://impact.ref.ac.uk/casestudies/CaseStudy.aspx?Id=35100 Physical activity evidence EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3 , 5</p>
<p>Book in a box – subscribe to send each PP child a box containing a quality text and activities related to the book.</p>	<p>Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting https://www.pearson.com/uk/learners/primary-parents/learn-at-home/help-your-child-to-enjoy-reading/why-is-reading-so-important.html https://www.bookina-box.co.uk/pupil-premium</p>	<p>2,3,4</p>

Total budgeted cost: £27663



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Due to the disruption and school closures in 2020 & 2021, the impact statement is showing attainment made by pupil premium children against all pupils in school. There is no national comparison data for 2020 or 2021. All data recorded is from teacher assessment.

Due to Covid-19, schools were closed from January to March 2021. Our use of the funding has been adapted to meet students' needs as they have arisen. It was also adapted to address needs and gaps resulting from disruption to children's education in the school year 2019-2020.

School closures March 2021 – During the school closure, all PP children were offered lessons in school. 12 children attended full time (1 child had poor attendance even though offered full time), 7 children part time and 1 children did not attend. Where parents were concerned about accessing remote lessons, children were lent either a laptop or ipad. Children in school, had intervention sessions with teachers or TAs and part time attending pupils, were offered small group/individual remote phonics or reading sessions with TA. Not all children accessed this. When children did not attend remote learning, teachers contacted the family to see what support was needed. Work packs were also photocopied for anyone who did not have access to a printer.

Catch up funding – Schools were allocated a catch up fund per pupil, to assist in closing the gaps in learning due to the school closure from March 2020 to the end of the school year for many children. The school used some of this allowance to have an intervention TA in key stage 1, S&L sessions for Reception children, phonics hero for phonics intervention for all children.

In Year 2, in Reading, Writing and Maths the % of PP pupils assessed at working at or above is in line with or greater than all pupils.

In Year 1, in Reading, Writing and Maths the % of PP pupils assessed at working at or above is significantly lower than all pupils. This gap will be addressed in Year 2 2021-22 with the allocation of Intervention TAs using the PP recovery funding granted from covid-19 closures.

In Reception, the % of PP children achieving GLD was 10% lower than all pupils. This gap will be addressed in Year 1 2021-22 with the allocation of Intervention TAs using the PP recovery funding granted from covid-19 closures.



Externally provided programmes (previous year)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw	Jigsaw PSHE Ltd
Phonics hero	Phonics hero
RMEasy maths	RM
Espresso	Discovery Education
Purple Mash	2simple