

Pupil premium strategy statement (primary)

1. Summary information					
School	Broadlands Primary School				
Academic Year	2020-21	Total PP budget	£41,865.00	Date of most recent PP Review	Summer 2021
Total number of pupils	144	Number of pupils eligible for PP	36	Date for next internal review of this strategy	N/A

2. Current attainment (KS2 SATs 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
74% achieving expected standard in reading, writing and maths	75%	65%
78% achieving expected standard in reading	75%	73%
83% achieving expected standard in writing	75%	78%
83% achieving expected standard in maths	88%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor speech and Language
B.	Poor social and emotional well being
C.	Vocabulary
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Pupils with speech and language difficulties are identified early and appropriate support is put into place. Staff are effectively trained to support children with speech and language difficulties. School works closely with SALT to support children with speech and language difficulties. 	<ul style="list-style-type: none"> Number of children passing phonics screening test is above national average. Monitoring schedules within school show speech and language support is embedded within teaching and learning.
B.	<ul style="list-style-type: none"> Pastoral support ensures that children's social and emotional needs are met and do not create a barrier that prevents them from flourishing within school. 	<ul style="list-style-type: none"> Pupil interviews identify that children have high levels of social and emotional well-being.

	<ul style="list-style-type: none"> • School works closely with parents and families to support children with their emotional well-being. 	<ul style="list-style-type: none"> • PSHE is embedded within the school curriculum with additional intervention provided where necessary, • All children have access to pastoral support when they need it.
C.	<ul style="list-style-type: none"> • The school environment gives children access to a wide and challenging range of vocabulary • Children are given regular opportunities within their learning to improve their vocabulary and apply this within their own work. • Children are taught strategies that supports them in understanding and bringing meaning to unfamiliar vocabulary. 	<ul style="list-style-type: none"> • Children develop a rich vocabulary that they are able to use when communicating. • Children's vocabulary does not provide a barrier to their reading. • The children's writing makes use of a wide vocabulary that engages the reader.
D.	<ul style="list-style-type: none"> • School supports children and their families in raising rates of punctuality and attendance. • Children have a positive attitude towards school that encourages them to attend school. 	<ul style="list-style-type: none"> • The attendance and punctuality of pupil premium learners is in-line with national averages for all pupils.

5. Planned expenditure					
Academic year	2020-21				
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.					
i. Quality of teaching for all					
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?
Children have high levels of social and emotional wellbeing.	PSHE is embedded within the school curriculum.	Maslow's hierarchy of needs	School monitoring schedule 100% of children have access to access to emotional coaching and this is supported by N Hoon within her role providing pastoral support.	RK/LS/NH	Termly
Children have a wide vocabulary that they can use and apply independently.	Whole class, quality teaching exposes children to a wide vocabulary and children are encouraged to challenge themselves in their use of vocabulary.	Research from the National Literacy Trust	School monitoring schedule. School SATs results in KS1 and KS2 are above national averages. The gap between disadvantaged pupils and their peers is not statistically significant and where there are gaps, there is evidence of interventions to address these.	RK/LS	Termly
Total budgeted cost					£5000
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?
Learner's speech and language needs are identified and addressed.	Speech and language interventions are provided for children who need additional support.	Previous monitoring schedules identified speech and language as a key issue for pupils at Broadlands. Research from the Communication Trust	School monitoring schedule 100% of pupils are screened in EYFS to identify children who may need further assessment and/or additional support.	RK/LS	Termly

School supports children and their families in raising rates of punctuality and attendance.	Jo Ellis to work closely with families to support them in improving attendance and punctuality. Overall attendance for	Improving attendance at school 2012 - DFE	Weekly attendance monitoring Whole school attendance and the number of persistently absent pupils is in line with national averages.	RK/JE/LS	Termly
Children's social and emotional needs are identified and met.	Individualised support is provided for pupils with additional needs relating to their social and emotional well-being.	Maslow's hierarchy of needs	School monitoring schedule	RK/LS/NH	Termly
All children to have access to a wide range of trips/visits and activities to help address their cultural capital needs	School will use some of the pupil premium budget to subsidise trips, visits and activities within school for pupils who would not otherwise be able to access these.	Supporting the attainment of disadvantaged pupils DFE publication	School monitoring schedule Where possible, 100% of pupils participate in school trips, visits and activities	RK/LS	Termly
Total budgeted cost					£30,000
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?
Staff feel confident in being able to identify and meet the needs of children with speech and language difficulties.	Work with SALT team to deliver training to school staff to help meet the needs of children with speech and language difficulties. All teaching staff to receive ELKLAN training.	By upskilling staff SALT support can be embedded within the children's daily routines. It also ensures sustainability for the future.	School monitoring schedule	RK/LH	Termly
Total budgeted cost					£3000

6. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have high levels of social and emotional wellbeing.	PSHE is embedded within the school curriculum.	We were able to identify the child who needed additional support with their social and emotional wellbeing and this was addressed through targeted support by the Family support worker and the class LSSAs	Approach worked well and showed that PP pupil's emotional wellbeing before interventions was generally below that of other pupils. We will continue to use this approach.	£12,000
Children have a wide vocabulary that they can use and apply independently.	Whole class, quality teaching exposes children to a wide vocabulary and children are encouraged to challenge themselves in their use of vocabulary.	SALT interventions were successful as was the whole school approach (see monitoring). The number of SALT referrals increased from 2 in the previous year to 5 this year. Monitoring in writing showed the children were using more adventurous vocabulary.	This approach was successful and having staff with SALT qualifications is extremely beneficial. We will need to train staff who have joined the school to be able to deliver ELKLAN. We will look to increase the number of referrals to SALT in 2021/22	£5000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Learner's speech and language needs are identified and addressed.	Speech and language interventions are provided for children who need additional support.	SALT interventions were successful as was the whole school approach (see monitoring). The number of SALT referrals increased from 2 in the previous year to 5 this year.	This approach was successful and having staff with SALT qualifications is extremely beneficial. We will need to train staff who have joined the school to be able to deliver ELKLAN. We will look to increase the number of referrals to SALT in 2021/22	£15000
School supports children and their families in raising rates of punctuality and attendance.	Jo Ellis to work closely with families to support them in improving attendance and punctuality. Overall attendance for	Attendance for 2020/21 was 95.4% which was an improvement on the previous year (94.22%). Attendance would have been higher but there were some unavoidable absences (2 pupils who moved out of area and were without a school for 2 weeks).	This was a very successful approach and we will continue to do it in the future.	£1000

Children's social and emotional needs are identified and met.	Individualised support is provided for pupils with additional needs relating to their social and emotional well-being.	We were able to identify the child who needed additional support with their social and emotional wellbeing and this was addressed through targeted support by the Family support worker and the class LSSAs	Approach worked well and showed that PP pupil's emotional wellbeing before interventions was generally below that of other pupils. We will continue to use this approach.	£2000
All children to have access to a wide range of trips/visits and activities to help address their cultural capital needs	School will use some of the pupil premium budget to subsidise trips, visits and activities within school for pupils who would not otherwise be able to access these.	Covid outbreak meant this was not possible	We believe this is important and will look to take children on trips and visits again in 2021/22 as long as the regulations and guidance allow this to happen.	£3500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Staff feel confident in being able to identify and meet the needs of children with speech and language difficulties.	Work with SALT team to deliver training to school staff to help meet the needs of children with speech and language difficulties. All teaching staff to receive ELKLAN training.	SALT interventions were successful as was the whole school approach (see monitoring). The number of SALT referrals increased from 2 in the previous year to 5 this year.	This approach was successful and having staff with SALT qualifications is extremely beneficial. We will need to train staff who have joined the school to be able to deliver ELKLAN. We will look to increase the number of referrals to SALT in 2021/22	£3000