

Broadway Junior School Pupil Premium Statement



Pupil premium spending 2019 - 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next full pupil premium review:	September 2020
Total number of pupils:	239	Total pupil premium budget:	£157,900
Number of pupils eligible for pupil premium:	111	Amount of pupil premium received per child:	£1,320

STRATEGY STATEMENT

At Broadway, our ultimate aim continues to be that we maximise the potential and life chances of each and every child, firstly by their access to inspiring teaching and learning opportunities, but by also ensuring that we enrich their lives through their participation in a diverse range of social and cultural experiences which are embedded in the school's day to day curriculum and which serve as a means of raising future aspirations and promoting social mobility.

Pupil premium funding therefore, allows us to ensure that our rhetoric is a reality and that policy is put firmly into practice and via carefully planned financial allocation and spending, we are able to 'open up the wider world' for our children. Intervention to support mastery of the key skills of learning (English and Maths), access to a wide range of experiences, opportunities and activities to promote emotional health and well-being, educational visits (both day and residential) to a plethora of venues all have an immensely positive impact upon the attendance, behaviour, motivation, engagement, aspirations and attainment of our children, whilst addressing disadvantage and ensuring equality of opportunity for all.

We firmly believe that education is a continuum and strive to equip each child with the necessary fluency in reading, writing and mathematics, along with high levels of confidence and motivation to prepare them for success at secondary level and beyond.

Overall aims of our pupil premium strategy:

To reduce attainment gap between those pupils who are eligible for PP and those who do not.

To raise standards of achievement within reading, writing and maths.

To improve attendance.

To improve behaviour, attitudes to learning and well-being.

To enhance and enrich life experiences.

Assessment information – End of KS2 2019

	Pupils eligible for PP		Pupils not eligible for PP		In-school gap	School v Nat
	School average	National average	School average	National average	PP compared to Non-PP	School PP compared to National PP
% achieving expected standard or above in RWM	62%	51%	72%	71%	-10%	+11
Reading progress score	0.77	-0.62	0.16	0.32	+0.61	+1.39
Writing progress score	0.45	-0.50	1.26	0.27	-0.81	+0.95
Maths progress score	-2.83	-0.71	-1.03	0.37	-1.8	-2.12
% achieving expected standard or above in reading	73%	62%	75%	78%	-2%	+11
% achieving expected standard or above in writing	76%	68%	88%	83%	-12%	+8
% achieving expected standard or above in maths	62%	67%	78%	84%	-16%	-5
% achieving greater depth in RWM	3%	5%	13%	13%	-10%	-2
% achieving greater depth in reading	19%	17%	31%	31%	-12%	+2
% achieving greater depth in writing	14%	11%	28%	24%	-14%	+3
% achieving greater depth in maths	5%	16%	25%	32%	-20%	-11
Average score - reading	103.8	101.9	105.3	105.5	-1.5	+1.9
Average score - maths	100.9	102.5	104.6	106.1	-3.7	-1.6

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Attainment and progress in maths
B	Attainment and progress in writing
C	Under-performance of high attainers

ADDITIONAL BARRIERS	
External barriers	
D	Attendance
E	Behaviour and attitudes to learning
F	Life experiences and access to/appreciation of the wider community/world

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Evaluation (up until schools closed on 20 th March 2020 due to COVID-19 pandemic)
Reduce class sizes in Year 5 (3 classes of 22 pupils).	<p>Increased individual and personalised support for chn.</p> <p>Improved quality and quantity of feedback.</p> <p>Gaps in learning decreased.</p> <p>Improved achievement in reading, writing and maths.</p>	<p>EEF Teaching and Learning Toolkit.</p> <p>EEF Pupil Premium Guide.</p> <p>Feedback from teachers and pupils.</p>	<p>Learning walks</p> <p>Lesson observations</p> <p>Planning scrutiny</p> <p>Book scrutinies</p> <p>Pupil progress meetings</p> <p>Pupil voice</p>	<p>CJ/NW/LH</p> <p>CJ/NW</p> <p>NW/LH</p> <p>NW/LH</p> <p>NW/LH</p> <p>CJ/NW/LH</p>	<p>Termly:</p> <p>Jan. 2020</p> <p>April 2020</p> <p>July 2020</p>	<p>The children in Year 5 have been supported by smaller class sizes to ensure effective teaching and learning and increased adult support.</p> <p>Behaviour has greatly improved generally.</p> <p>Personalised support for pupils has enabled two children to gain EHCPs and progress to appropriate provision.</p>

Purchase ICT resources and subscriptions for maths.	Access to high quality resources, both in school and at home, will engage learners and support consolidation of a range of maths skills/concepts.	Progress tracking within the software demonstrates accelerated progress. Feedback from pupils, parents and teachers regarding the motivation and willingness to learn/improve. Chn can access the resources at home on a variety of devices, as well as being able to use in school outside of lesson times.	Monitoring Pupil voice	LH/TS CJ/LH/TS	Termly: Jan. 2020 April 2020 July 2020	Maths curriculum developed by the incorporation of computer programmes which encourage learning consolidation and practice. Basic skills in particular have been 'boosted' by Times Table Rockstars and Sumdog.
Total budgeted cost:					£56,475	
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Evaluation (up until schools closed on 20 th March 2020 due to COVID-19 pandemic)

<p>Teacher intervention for high prior attainers in English and Maths in Year 3 and Year 6: small group support.</p>	<p>The gap between PP and non-PP chn in reading, writing and maths will decrease. % of PP pupils achieving GDS in reading, writing and maths will increase.</p>	<p>EEF Teaching and Learning Toolkit. Chn taught in a smaller group, allowing rapid progress, mastery approach.</p>	<p>Learning walks Lesson observations Planning scrutiny Book scrutinies Pupil progress meetings Pupil voice</p>	<p>CJ/NW/LH CJ/NW NW/LH NW/LH NW/LH CJ/NW/LH</p>	<p>Termly: Jan. 2020 April 2020 July 2020</p>	<p>The Year 6 intervention supported the progress of the prior higher attainers, external SATs were cancelled due to COVID19 school closures but internal data demonstrates progress. Year 3 received extra teacher intervention during the Autumn Term which moved to Year 4 for the Spring Term in order to best meet the needs of the children.</p>
<p>TA support for Year 3 chn in English and Maths.</p>	<p>The gap between PP and non-PP chn in reading, writing and maths will decrease. % of PP pupils achieving EXS in reading, writing and maths will increase.</p>	<p>EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide.</p>	<p>Learning walks Lesson observations Planning scrutiny Book scrutinies Pupil progress meetings Pupil voice</p>	<p>CJ/NW/LH CJ/NW NW/LH NW/LH NW/LH CJ/NW/LH</p>	<p>Termly: Jan. 2020 April 2020 July 2020</p>	<p>Children were making good progress up until the COVID 19 lockdown. Year 3 curriculum could not be completed due to the school closures.</p>

<p>One-to-one TA support for PP chn who are vulnerable and/or have emotional/mental health issues.</p>	<p>Chn have confidence in a trusted adult, manage their emotions more effectively, improve their attitudes to learning and increase focus during lessons.</p>	<p>EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide. Feedback from pupils, parents and teachers.</p>	<p>Regular discussion with TA Pupil voice</p>	<p>CJ CJ</p>	<p>Fortnightly basis</p>	<p>Vulnerable children receive one to one counselling which supports their emotional needs and helps focus during lessons. Extra children added throughout the year depending on change in circumstances/ life events. Staff have regular meetings with CJ for supervision and to review the effectiveness of the support. Staff identified for 2020-2021 academic year to continue to provide this pastoral support.</p>
<p>Support from external services: Behaviour Support Team, Educational Psychology Service.</p>	<p>PP chn with more complex needs (behaviour and SEN) are supported effectively by the appropriate professionals, demonstrate improved self-regulation and less challenging behaviour, approach learning with improved attitudes.</p>	<p>EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide.</p>	<p>Reviews and reports from professionals SEN support plans Monitoring of behaviour/attitudes Feedback from teachers, pupils and parents</p>	<p>AH AH CJ/NW CJ/NW/AH</p>	<p>Termly: Jan. 2020 April 2020 July 2020</p>	<p>Increasing numbers of pupils with significant needs has resulted in a greater demand for services particularly behaviour support. Colleagues from external agencies such as BSS and Educational Psychology have provided valuable support/strategies for teachers and pupils.</p>

One-to-one maths tuition programme for five Year 6 chn.	Digital technology allows individualised support with immediate feedback. All five chn meet EXS in maths at end of KS2.	Third Space Learning research. EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide.	Weekly reports from Third Space Learning Pupil progress meetings	LH LH	14.02.20 03.04.20	Children attended sessions until the COVID 19 lockdown and progress was made up until that point. The company has credited a rollover so the sessions will be used in 2020 – 2021 Spring.
Total budgeted cost:					£79,225	
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Evaluation (up until schools closed on 20 th March 2020 due to COVID-19 pandemic)
Staff CPD: Positive handling/behaviour management, Social, Emotional, Mental Health awareness and support.	Teachers and TAs have a consistent approach to managing behaviour. Staff are able to better support pupils with emotional/mental health issues.	EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide.	Learning walks: focus on behaviour, attitudes to learning Pupil voice Feedback from pupils, staff and parents	CJ/NW CJ/NW CJ/NW	Termly: Jan. 2020 April 2020 July 2020	Staff have attended a number of CPD opportunities linked to positive behavior management and mental health awareness thus raising the profile across school. All staff attended the Team Teach refresher which covers de-escalation strategies. School is in the process of applying for the Mental Health Charter Mark, the final assessment date delayed due to COVID 19 lockdown restrictions.

Transport programme for vulnerable pupils - taxi escort service	Identified children access a positive start to the school day (taxi escort, breakfast, punctuality), have improved attendance and access all aspects of education.	Safeguarding measure for vulnerable PP chn. Attendance concerns.	Attendance records Pupil voice	CJ/GR CJ	Half termly basis	Overall attendance levels of the schools most vulnerable children improved. Programme promoted an established safeguarding measure via daily contact with parents and carers.
Educational visits and residentials	Life experiences of PP chn and access to cultural, historical, geographical centres and other providers are enriched, expanding ambition and aspiration, as well as social mobility and appreciation of the wider community/world. Confidence, resilience, problem-solving skills and metacognition are increased.	EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide. Feedback from pupils and parents.	Evaluations of field trips and residentials Observations Pupil voice	CJ/AH Accompanying staff CJ/NW/AH	Termly: Jan. 2020 April 2020 July 2020	Experiential learning opportunities provided for pupils affording access to a range of cultural, historical and environmental providers which in turn allow for curriculum breadth and expansion. Pupils access to the wider community promotes greater cultural and social awareness.
Total budgeted cost:					£22,200	

ADDITIONAL INFORMATION

References:

Analyse School Performance

Evidence from EEF

Results of staff, parent and pupil consultation

Analysis of attendance records

Ofsted report (Oct. 2018)

School Improvement Officer guidance and maths audit and report (Vicky Barnes)