

# Broadway Junior School Pupil Premium Statement

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## Pupil premium spending 2020 - 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next full pupil premium review:	September 2021
Total number of pupils:	214	Total pupil premium budget:	£133,921
Number of pupils eligible for pupil premium:	101	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.

Following the school closures of Spring and Summer 2020, children's social, emotional and mental health will be a priority, along with 'catching-up' with core learning. Pupil premium funding, along with COVID-19 Catch-Up funding, will allow us to address these issues for our vulnerable children.

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 *(No data from 2020 due to COVID-19 school closures)*

	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	SEMH issues caused by COVID-19 and school closures

## 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
Reduce class sizes in Year 6 (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. 2021</p> <p>April 2021</p> <p>July 2021</p>	<p>The smaller classes have greatly improved the personalised support that children have been able to receive, particularly following the COVID-19 school closure in the spring term.</p> <p>Children have 'caught-up' in English and Maths, with particular success in reading.</p> <p>Personalised support has enabled one child to gain an EHCP.</p>

Continue to 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. 2021 April 2021 July 2021	Times Table Rockstars and Sumdog have been effective in developing basic skills in maths. These programmes were also used by pupils at home throughout the school closures. Motivation and enthusiasm for times tables in particular has increased; this is reflected in the success of Class 4's Multiplication Tables Checks scores in particular.
Total budgeted cost:					£43,000	
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
Teacher intervention for SEN/nurture group in English and Maths in Year 5: small group support (SENCO with 8 children each morning).	The gap between PP and non-PP chn in reading, writing and maths will decrease. SEND children will be effectively supported to achieve their potential through accelerated progress.	EEF Teaching and Learning Toolkit. Chn taught in a smaller group, allowing rapid progress.	Learning walks Lesson observations Planning scrutiny Book scrutinies Pupil progress meetings Pupil voice	CJ/NW/LH CJ/NW NW/LH NW/LH NW/LH CJ/NW/LH	Termly: Jan. 2021 April 2021 July 2021	The SEND children in Year 5 have received quality first teaching in English and Maths. Children have made progress in phonics. English and maths books show increased progress since September. Children are better able to access foundation learning in the main class on the afternoon.

<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. 2021 April 2021 July 2021</p>	<p>Less able children in Year 3 have been supported in class by an additional TA three mornings a week. Same-day intervention has taken place during the afternoon if children have needed further support. This has given children the best opportunity to 'keep up' rather than catch up.</p>
<p>One-to-one HLTA 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 HLTA Pupil voice Parental survey at the end of the year</p>	<p>CJ CJ CS</p>	<p>Weekly</p>	<p>This programme of support has been very successful. Vulnerable children receive one to one counselling which supports their emotional needs and helps focus during lessons. Attendance has also improved as the HLTA uses home-school links and liaises with parents. Extra children added throughout the year depending on change in circumstances/ life events. Both parents and staff can refer a child for wellbeing support. HLTA has regular meetings with CJ for supervision and to review the effectiveness of the support. Feedback from parents' questionnaires at the end of the year has been extremely positive.</p>

Support from external services: Behaviour Support Team, Educational Psychology Service.	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.	EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide.	Reviews and reports from professionals SEN support plans Monitoring of behaviour/attitudes Feedback from teachers, pupils and parents	AH  AH CJ/NW CJ/NW/AH	Termly: Jan. 2021 April 2021 July 2021	Due to the school closures in the spring term, BSS only got to work with two children on an outreach programme of 10 school sessions. The children developed excellent relationships with the BSS worker and they were able to practise a range of strategies for managing their own behaviour in class.  The Educational Psychology service have provided valuable support/strategies for teachers and pupils. Three new EHCPs have been secured.
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	Feb. 2021 April 2021	All five children enjoyed the one-to-one tuition with their Third Space tutor and they all achieved Expected Standard in maths at the end of KS2.
Total budgeted cost:					£70,000	
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

<p>Early Help SLA (one day per week for Spring and Summer terms).</p>	<p>Vulnerable children and families receive support, both at home and in school, to improve attendance and wellbeing.</p>	<p>Increased number of children and parents experiencing anxiety following lockdown/COVID-19 challenges.</p> <p>Our capacity to support parents at home is limited, therefore and Early Help worker, who becomes part of the school team, will be able to address this effectively.</p>	<p>Weekly review meetings with Early Help worker Feedback from parents, children and staff Attendance monitoring</p>	<p>CJ/CS CJ CJ/GR</p>	<p>March 2021 July 2021</p>	<p>The support given to children, parents and staff from our allocated Early Help worker has been outstanding. Parents have been supported at home with Early Help plans, which in turn have increased children's wellbeing and attendance. Children are then supported in school through weekly sessions with Jade, where they are given help to develop self-esteem, improve behaviour at home and in school and generally being ready to learn.</p> <p>As this programme of support has been so effective, we are increasing it to two days per week in 2021-2022.</p>
<p>Educational visits and residentials</p>	<p>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.</p> <p>Confidence, resilience, problem-solving skills and metacognition are increased.</p>	<p>EEF Teaching and Learning Toolkit. EEF Pupil Premium Guide. Feedback from pupils and parents.</p>	<p>Evaluations of field trips and residentials Observations Pupil voice</p>	<p>CJ/AH Accompanying staff CJ/NW/AH</p>	<p>Termly: Jan. 2021 April 2021 July 2021</p>	<p>Due to COVID-19, we were only able to complete one residential trip (Year 6 Derwent Hill). Chn gained a wealth of experience from this trip – outdoor learning, teambuilding, self-esteem, perseverance, determination and independence; they have memories to last a lifetime.</p>

	Total budgeted cost:	£20,921	
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#### 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)