

# Broadway Junior School - Pupil Premium Strategy Statement 2022



This statement details our school's use of pupil premium (and recovery premium) 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 Junior School                 |
| Number of pupils in school  | 231                                    |
| Proportion (%) of pupil premium eligible pupils   | 50%                                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/23 to<br>2024/25                  |
| Date this statement was published   | December 2022                          |
| Date on which it will be reviewed   | July 2023                              |
| Statement authorised by   | Claire Johnson,<br>Headteacher         |
| Pupil premium lead  | Claire Johnson,<br>Headteacher         |
| Governor / Trustee lead   | Victoria Walton, Chair of<br>Governors |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £147,024        |
| Recovery premium funding allocation this academic year                                 | £17,496         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£164,520</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

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 building character.

We firmly believe that education is a continuum and strive to equip each child, irrespective of their background, 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.

The challenges faced by vulnerable pupils, including those who have a social worker, are known to Social Care and/or are young carers, will be considered, regardless of whether they are disadvantaged or not. Providing support for attendance, behaviour and special educational needs aims to improve the attainment of all pupils.

Pupil premium funding, along with Recovery funding, will allow us to support pupils whose education has been worst affected, including subsidising School Led Tutoring. Our Year 4 cohort, in particular, have missed a vast portion of direct teaching in Year 1 and Year 2 due to school closures. Our new Year 3 cohort have missed a portion of Year 1. These two year groups will be given the best possible chance of success through prioritising resources in this year group.

Robust diagnostic assessment will allow us to respond to individual needs and common challenges; this may be school-led or provided by external professionals. Staff at all levels will have the opportunity to further develop their skills in assessment and the teaching of basic skills, in order to deliver accurate interventions effectively.

Wellbeing is at the heart of everything we do at Broadway and one of our core values. We understand that children need to be present, happy and settled in order for effective learning to take place. We believe that maintaining a successful link with home and providing support to parents and families, as opposed to children only, is a key factor in academic progress, particularly for disadvantaged children.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Our Year 4 cohort missed months of school in Year 1 and Year 2 and through a variety of assessments and interventions in Year 3, we found that many gaps were evident. Similarly, our new Year 3 cohort missed months of school in Year 1. The two large class sizes would negatively impact the level of support the class teacher can give each child when supporting their development and individual needs.  |
| 2                | The high percentage of SEND children, particularly in Year 4, requires specialist teaching, in order to provide these children the support and intervention required for them to succeed.  |
| 3                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |
| 4                | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.  |
| 5                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, causing attendance issues and highlighting, in some cases, that parents required support themselves.   |
| 6                | Lack of enrichment opportunities and experiences throughout the pandemic has particularly affected disadvantaged pupils' social skills, confidence and attainment.   |
| 7                | Our attendance data over the last three years indicates that attendance amongst disadvantaged pupils is lower than non-disadvantaged and is decreasing. For example, in 2019/20, 58% of persistent absentees were disadvantaged pupils. In 2020/21, 69% of persistent absentees were disadvantaged pupils. In 2021/22, 72.22% of persistent absentees were disadvantaged. In 2021/22, overall attendance for disadvantaged pupils was 92% whereas non-disadvantaged was 95.13%. This 3.13% gap is an improvement on the year before, which was 4.9%. |

## 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  |
|--|---|
| Improved attainment in reading, writing and maths among disadvantaged pupils.  | End of KS2 outcomes show that the gap between disadvantaged and non-disadvantaged is reduced/closed.<br>In-school data demonstrates improved attainment for pupils in Year 3, 4 and 5, particularly children accessing School Led Tutoring.   |
| Improved reading attainment among disadvantaged pupils.  | Improved phonics knowledge among the lowest 20% of children.<br>Year 6 pupils receiving Fresh Start, show an increased reading age by the end of Year 6.  |
| High quality teaching and assessment in all year groups.   | Through effective CPD, every subject is taught well.<br>Assessments show that children know more and remember more.<br>Targeted support/intervention is carried out quickly, following effective diagnostic assessments.  |
| Achieve and sustain improved attendance and reduced persistent absenteeism, particularly for disadvantaged pupils.                                     | Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The percentage of all pupils who are persistently absent is less than 10%.</li> <li>• The percentage of persistent absentees who are disadvantaged pupils is less than 55%.</li> <li>• Overall absence for all pupils is less than 5%.</li> </ul> The attendance gap between disadvantaged and non-disadvantaged pupils is less than 3%. |
| Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils, including increased levels of resilience and motivation. | Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> Noticeable improvement in dealing with challenges more effectively.                                  |
| Outcomes for SEND children, particularly those who are disadvantaged pupils, are strong.   | External specialists are utilised effectively and the strategies/support they provide enables SEND children to make progress – socially, emotionally and academically.<br>SEND children, particularly those who are disadvantaged, demonstrate clear progress in reading, writing and maths by the end of KS2.  |

## 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: £69,500

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Reduce class sizes in Year 3 (to approximately 20 pupils).   | Reducing class sizes has a small positive impact if numbers are reduced by 8-10 pupils. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.<br><br><a href="#">EEF Toolkit – Reducing class size</a> | 1                             |
| Purchase of standardised diagnostic assessments.<br>Training for staff to ensure assessments are interpreted and administered correctly. | 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:<br><br><a href="#">EEF – Diagnostic Assessment</a>  | 1, 2, 3, 4                    |
| Purchase further resources to support the teaching of phonics (Read Write Inc. books).   | Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><br><a href="#">EEF – Phonics</a>  | 3                             |
| Enhancement of teaching in all curriculum areas,   | Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that   | 1, 2, 3, 4                    |

|  |  |  |
|--|--|--|
| particularly reading, writing and maths.<br><br>Fund teacher release to access relevant CPD. | high quality teaching can narrow the disadvantage gap.<br><br><a href="#">EEF – Effective Professional Development</a> |  |
|--|--|--|

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

Budgeted cost: £52,700

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Engaging with School Led Tutoring to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. Technology will also be provided to allow the tutoring to take place in any spare space across school. | Evidence shows that small group tuition is effective in targeting specific needs and knowledge gaps and can be an effective method to support low-attaining pupils or those falling behind.<br><br><a href="#">DfE – School-Led Tutoring Guidance</a><br><br><a href="#">EEF – Small group tuition</a> | 4                             |
| SENCO-led English and maths intervention each morning in Year 4.   | In-school assessments and observations over time have shown that some of the SEND pupils in Year 4 require high quality, structured, targeted interventions to make progress.<br><br><a href="#">EEF – SEN in Mainstream Schools</a>   | 2                             |
| Fund CPD for teaching assistants to increase effectiveness of  | Evidence shows that TAs can provide effective structured interventions when they have received training.   | 3, 4                          |

|   |  |   |
|---|--|---|
| targeted interventions in phonics and maths.                                | <a href="#">EEF – Making Best Use of TAs</a>   |   |
| Purchase online reading and maths programmes, to use in school and at home. | Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils.<br><br><a href="#">EEF – Using Digital Technology to Improve Learning</a> | 4 |

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

Budgeted cost: £42,320

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance guidance, including purchasing an electronic monitoring system and pupil rewards.   | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br><br><a href="#">DfE – Improving School Attendance</a>  | 7                             |
| Providing an effective home-school link, including support for parents at home and pupils at school (with regard to attendance, routines, behaviour and attitudes), through the appointment of a Pastoral Support Officer. | Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.<br><br><a href="#">EEF – Parental engagement</a><br><br><a href="#">EEF – Working with Parents to Support Children's Learning</a> | 5                             |
| Commissioning external specialists to provide support, strategies and  | Principles set out in the SEND Code of Practice (Section 6 Involving Specialists).  | 2                             |

|   |   |            |
|---|---|------------|
| <p>intervention for pupils who make little or no progress, such as:<br/>Educational Psychologist,<br/>Behaviour Support/Assessment Hub.</p> | <p><a href="#">SEND Code of Practice</a></p>  |            |
| <p>Building ‘character’ and enhancing life skills, enrichment and aspirations, through planned experiences outside of school.</p>           | <p>There is growing evidence that the skills of: self-control, confidence, social skills, motivation and resilience are important to children’s later outcomes.</p> <p><a href="#">EEF – Life skills and enrichment</a></p> | <p>6</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> |

**Total budgeted cost: £ 164,520**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Reduced class sizes in Year 3**

The reduction in class sizes has enabled class teachers to better identify children with additional needs. Since the start of the year, 5 additional children have been placed on the SEND register for a range of needs. The teachers were able to follow the graduated response of assess, plan, do review using newly purchased assessment tools to inform the decision to place them on the SEND register.

#### **Standardised diagnostic assessments**

LASS and RAPID screeners and assessment tools have provided external agencies such as Educational Psychologist, CYPS, and the Language and Learning Team vital information. This information has determined which further assessments are required and therefore increases the impact of their support as less time is needed to carry out the same or similar assessments. The assessments are used to inform families of the ability of the child and are becoming well used to inform Range 3 support plans.

The assessment information is used to inform planning and intervention particularly of those children who are at Range 3 and receiving a bespoke curriculum. It has allowed direct teaching of specific areas of difficulty (below average) such as authority memory. It has also provided valuable information in supporting groups of children that may have difficulty with Maths and reasoning skills.

Further training and implementation of such assessment remains ongoing and can be used to provide evidence for access arrangements for Year 6 SATS.

#### **Purchase further phonics resources**

Target children were identified through a baseline assessment at the beginning of the year. Children with phonics gaps were identified and grouped according to ability. Children in Year 3 and 4 received daily phonics through an approved synthetic systematic phonics programme – RWI phonics. The children in Year 5 and 6 received daily Fresh Start intervention. The staff are well trained in using this programme and met regularly with the registered RWI trainer throughout the year for coaching and

mentoring. The children were assessed half termly and progress is evident across the year.

### Year 3 Progress

| Term Set           | Total No. of Children | Group A | Group B | Group C | Ditty | Red | Green | Purple | Pink | Orange | Yellow | Blue | Grey | Comp |
|--------------------|-----------------------|---------|---------|---------|-------|-----|-------|--------|------|--------|--------|------|------|------|
| Baseline           | 8                     |         |         |         |       |     | 2     | 6      |      |        |        |      |      |      |
| Autumn half term   | 10                    |         |         |         |       |     |       | 2      | 8    |        |        |      |      |      |
| End of Autumn term | 9                     |         |         |         |       |     |       |        | 2    | 4      | 3      |      |      |      |
| Spring half term   | 11                    |         |         |         |       |     |       |        | 4    | 1      |        | 6    |      |      |
| End of Spring term | 10                    |         |         |         |       |     |       |        |      | 4      |        | 4    | 2    |      |
| Summer half term   | 10                    |         |         |         |       |     |       |        |      | 4      |        | 4    | 2    |      |
| End of Summer term | 10                    |         |         |         |       |     |       |        |      | 4      |        | 4    | 2    |      |

### Year 4

| Term Set           | Total No. of Children | Group A | Group B | Group C | Ditty | Red | Green | Purple | Pink | Orange | Yellow | Blue | Grey | Comp |
|--------------------|-----------------------|---------|---------|---------|-------|-----|-------|--------|------|--------|--------|------|------|------|
| Baseline           | 5                     |         |         |         |       |     |       |        | 5    |        |        |      |      |      |
| Autumn half term   | 4                     |         |         |         |       |     |       |        |      | 4      |        |      |      |      |
| End of Autumn term | 4                     |         |         |         |       |     |       |        |      | 1      | 3      |      |      |      |
| Spring half term   | 4                     |         |         |         |       |     |       |        |      | 1      |        | 3    |      |      |
| End of Spring term | 4                     |         |         |         |       |     |       |        | 1    |        |        | 3    |      |      |
| Summer half term   | 4                     |         |         |         |       |     |       |        |      | 1      |        | 2    | 1    |      |
| End of Summer term | 4                     |         |         |         |       |     |       |        |      | 1      |        | 2    | 1    |      |

In Year 5 and 6 progress is also clear. Children progressing from module 1 to module 16.

### Enhance high quality teaching in all subject areas, particularly reading, writing, maths

All teachers have had the opportunity to further develop their skills in teaching English and Maths through CPD. Impact is evident in children's books and progress tracking in online programmes and assessments. Lesson observations demonstrate strong teaching, particularly in English. Further CPD is required in Maths, to allow teachers to keep abreast of mastery approaches and problem-solving in particular.

Lessons are enhanced, where possible, through external visits (to museums, for example) or by welcoming visitors into school.

## **Teacher CPD**

All teachers have had the opportunity to further develop their skills in teaching English and Maths through CPD, as described above. In-house CPD has also taken place, with both English and Maths subject leaders monitoring and supporting all teachers. Most foundation subject leaders have been able to attend additional training/network meetings to ensure they are up-to-date in recent developments in their subject areas. Work seen in many foundation exercise books is pleasing.

## **School led tutoring**

Current teachers from within school lead the tuition, which meant that staff knew the children well and vice versa. Interventions could be robustly tailored to the children's needs and misconceptions were able to be addressed quickly. Our main tutor found that tutoring was most effective when delivered in blocks of several sessions per week, as opposed to one weekly session. Children often were able to receive same day interventions based on any concepts they had not grasped in a morning Maths lesson, for example, thus ensuring their chances of 'keeping up' rather than 'catching up' were maximised.

## **SENCO-led English and Maths intervention**

The children in this group were able to make progress at their own level, whilst receiving expert support from the SENDCo with regard to their SEN and/or EHCP.

The children were able to access a bespoke, adapted curriculum which met their special educational needs and prepared them for transition into Key Stage 3. This curriculum supported and learning needs and also addressed social, emotional and mental health needs that were causing a barrier to their learning.

This high level of support and intervention supported Education, Health and Care Needs Plan applications which proved successful. Those children that were in receipt of plans were then able to access the most suitable Key Stage 3 provision.

The children were able to access all opportunities within the year group as the intervention allowed for any additional preparation or adjustments that were required.

## **CPD for teaching assistants**

Teaching assistant have access the following CPD session which has been delivered by SENDCo or external agencies.

- Gold Standard in Teaching Assistant: Encouraging Independent learners through scaffolding
- Teaching Assistant Toolkit: providing essential everyday resources and manipulates to support multi-sensory learning
- ACES and Trauma: Educational Psychologist Led training on supporting children with ACES and Trauma
- Access to MATHS Reasoning skills CPD delivered by Victoria Barnes
- Regular meetings to update on the following:
  - How to use LASSS and RAPID
  - How to use assessment data to record and track intervention

### Online reading and maths programmes

The children use two different online reading programmes in school. The whole school has access to Accelerated Reader. This programme provides accurate assessment data with regards to a child's reading age. The children are assessed on a half termly basis. This information is used well to ensure that the children follow a robust and sequential reading programme which is designed to meet the children's needs. Teacher can use the assessment data to highlight gaps and modify teaching to address these gaps. Evidence of progress across the year is evident.

The other online reading programme Reading Plus, is utilised in school exclusively in Year 6. Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. The Reading Plus adaptive assessment, InSight, provides a fast and effective way to determine the children's strengths and ensure they are on a personalised learning path to success. As children work to develop the skills and stamina required for extended reading with good comprehension, they are presented with scaffolding to build independent reading skills. The children should use the programme 3x 20 minutes weekly at a minimum. This needs to be consistent to ensure continued progress. Children reaching expected standard in Reading has increased by +1.6% since 2019.

#### Expected Standard and Above

|         | School | National | Local |
|---------|--------|----------|-------|
| Reading | 75%    | 74%      | 75.8% |

#### Greater Depth

|         |        |       |
|---------|--------|-------|
|         | School | Local |
| Reading | 28%    | 26.4% |

### **Monitoring and rewarding attendance**

The purchase of A Star Attendance has allowed a much more robust process of monitoring attendance. No child is missed and all procedures link to LA guidance. As always, rewarding children has many positives and lots of children have benefitted from treats such as cooking at the end of the week, Lego time, etc.

### **Enhancing home-school links through Early Help SLA**

This service has proved invaluable. The link that our Early Help worker made with identified families, including building strong relationships with pupils and parents, increased attendance and wellbeing. Children being here at school, and happy, ultimately affects their academic performance. The benefits of this service two days a week led us to extend this to full time, through the appointment of a Pastoral Support Officer (from September 2022).

### **External services**

Assessments by our Educational Psychologist have informed the Education Health and Care Plan process and have enabled 100% success at gaining Education, Health and Care Plan assessments for high needs students. The Educational Psychologist provided a range of training and support within the Service Level Agreement and had advised SENDCo on best practice with some challenging students.

Funding has provided vital, robust and thorough assessments by private Occupational Therapists who have undertaken sensory and movement assessments. This in turn, has helped secure additional EHCP funding to implement the bespoke programmes.

Ongoing links with external agencies include the Language and Learning Partnership and Vulnerable Pupil Panel have provided necessary support for specific children, as well as strategies for teachers.

### **Enrichment through planned activities outside of school**

'Opportunity' is one of our core values and, as many of our disadvantaged children do not get to experience rich opportunities and experiences outside of school, our funding

enables us to provide these activities for all children. Children have enjoyed a range of visits outside of school, including a residential for our Year 6 children, which have supported children to build character, resilience, teamwork and confidence – all of which have a positive impact back in the classroom.

## Externally provided programmes

*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*

| <b>Programme</b>       | <b>Provider</b> |
|------------------------|-----------------|
| Times Table Rock Stars | Maths Circle    |
| Sumdog                 | Sumdog          |
| Accelerated Reader     | Renaissance     |
| Reading Plus           | Reading Plus    |
| Purple Mash            | 2 Simple        |

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Due to the higher than average percentage of children in Year 6 who are classed as 'obese' (Year 6 Height and Weight Measurements), activities will focus on physical activity. Disadvantaged pupils will be encouraged and supported to participate.
- access to an Educational Mental Health Practitioner trainee, one day a week, via an application to CAMHS and Sunderland City Council. School will make referrals to our assigned EMHP/CAMHS and our trainee will lead mental health sessions with individual children in school and/or at CAMHS base.
- daily nurture support provided by school's HLTA to our Range 3 SEND pupils. Our HLTA will lead small group sessions, focusing on wellbeing, behaviour and resilience, as well as basic skills in reading, writing and maths. HLTA will liaise with parents, as well as the child's class teacher, to provide bespoke support dependent on need.
- following the principles set out in [DfE – Improving School Attendance](#), all staff are responsible for improving attendance and a whole-school approach is evident. Teachers' Appraisal targets in 2021-2022 included improving attendance for their persistently absent pupils – this focus is now integrated into our everyday practice.