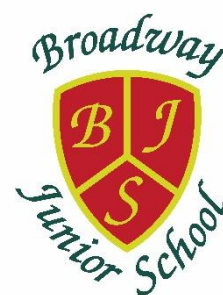


# Broadway Junior School - Pupil Premium Strategy Statement 2021 - 2024



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 Junior School
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Johnson, Headteacher
Pupil premium lead	Claire Johnson, Headteacher
Governor / Trustee lead	Victoria Walton, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,705
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£136,625</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 COVID-19 Recovery funding, will allow us to support pupils whose education has been worst affected, including subsidising School Led Tutoring. Our new Year 3 cohort, in particular, have missed a vast portion of direct teaching in Year 1 and Year 2 due to school closures, and 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. 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 new Year 3 cohort were in two large classes of 29 in KS1. Having missed months of school in Year 1 and Year 2, many gaps were evident. The large class sizes impacts 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 6, 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 wellbeing 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. 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 two years indicates that attendance amongst disadvantaged pupils is lower than non-disadvantaged and is continuing to decrease. For example, in 2019/20, 58% of persistent absentees were disadvantaged pupils. In 2020/21, 69% of persistent absentees were disadvantaged pupils. In 2020/21, attendance for disadvantaged pupils was 91.2%. Non-disadvantaged was 96.1%.

## 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. 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. 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. Assessments show that children know more/remember more. 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 2023/24 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> <li>• The attendance gap between disadvantaged and non-disadvantaged pupils is less than 3%.</li> </ul>
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 2023/24 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> <li>• Noticeable improvement in dealing with challenges more effectively.</li> </ul>
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. 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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in Year 3 (to 19 or 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.  <a href="#">EEF Toolkit – Reducing class size</a>	1
Purchase of standardised diagnostic assessments. 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:  <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.  <a href="#">EEF – Phonics</a>	3
Enhancement of teaching in all curriculum areas, particularly reading, writing and maths.	Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	1, 2, 3, 4

Fund teacher release to access relevant CPD.	<a href="#">EEF – Effective Professional Development</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,064

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.	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.  <a href="#">DfE – School-Led Tutoring Guidance</a>  <a href="#">EEF – Small group tuition</a>	4
SENCO-led English and maths intervention each morning in Year 6.	In-school assessments and observations over time have shown that some of the SEND pupils in Year 6 require high quality, structured, targeted interventions to make progress.  <a href="#">EEF – SEN in Mainstream Schools</a>	2
Fund CPD for teaching assistants to increase effectiveness of targeted interventions in phonics and maths.	Evidence shows that TAs can provide effective structured interventions when they have received training.  <a href="#">EEF – Making Best Use of TAs</a>	3, 4
Purchase online reading and maths programmes, to use	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	4

in school and at home.	Technology can be engaging and motivating for pupils.  <a href="#">EEF – Using Digital Technology to Improve Learning</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,561

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.  <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 Early Help SLA.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.  <a href="#">EEF – Parental engagement</a>  <a href="#">EEF – Working with Parents to Support Children's Learning</a>	5
Commissioning external specialists to provide support, strategies and intervention for pupils who make little or no progress, such as: Educational Psychologist, Occupational Therapy	Principles set out in the SEND Code of Practice (Section 6 Involving Specialists).  <a href="#">SEND Code of Practice</a>	2

and Behaviour Support/Assessment Hub.		
Building 'character' and enhancing life skills, enrichment and aspirations, through planned experiences outside of school.	There is growing evidence that the skills of: self-control, confidence, social skills, motivation and resilience are important to children's later outcomes.  <a href="#">EEF – Life skills and enrichment</a>	6
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £136,625**



## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in reading, writing and maths (reading – 29% difference between disadvantaged and non-disadvantaged achieving expected standard; writing – 21% difference; maths – 17% difference).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and programmes we had purchased such as Purple Mash.

Thanks to the laptops provided by the DfE, every child had access to a device at home, which enabled them to access the purchased online resources (Purple Mash, Times Table Rock Stars, Sumdog, Accelerated Reader and Reading Plus) more often. Motivation for these programmes increased. The assessment tools within the programmes demonstrated improved attainment for the vast majority of pupils.

The SEND children in Year 5 received quality first teaching in English and maths. Children 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. The success of this intervention is why it is included again in this current plan.

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.

The pastoral support provided by our HLTA has been very successful. Vulnerable children, the majority of whom are disadvantaged, 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 have been added to the programme throughout the year depending on change in

circumstances/ life events. Feedback from parents' questionnaires at the end of the year has been extremely positive. This programme of support will remain on our current plan.

Due to the school closures in the spring term 2021, the Behaviour Support Team 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.

Five children accessed one-to-one tuition with their Third Space Learning tutor and they all achieved Expected Standard in maths at the end of KS2.

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. As this programme of support has been so effective, we have increased it to two days per week in 2021-2022.

Children gained a wealth of life skills and enrichment from a residential trip to Derwent Hill – outdoor learning, teambuilding, self-esteem, perseverance, determination and independence; they have memories to last a lifetime. Whilst evidence is still relatively low in this area, we firmly believe that this type of activity has a positive impact on pupils' learning – the relationship they build with their teacher/TA, the skills they develop such as resilience and determination and the experiences they have which they can write about and talk about with others, all have a positive effect back in the classroom. For this reason, some of our Pupil Premium Grant will continue to be used to ensure that disadvantaged pupils are afforded the same opportunity as their non-disadvantaged peers.

## 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:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected (Place 2 Be) will focus on the training needs identified through the online tool: to develop teachers' skills in identifying and support mental health needs in pupils and support more effective collaboration with parents.
- 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 2020/2021), 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 pastoral support provided by school's HLTA. Our HLTA will lead individual and group sessions, focusing on wellbeing, attendance, behaviour and resilience. HLTA will liaise with parents, as well as the child's class teacher, to provide bespoke support dependent on need. Support can be reactive (such as following a bereavement) and is flexible around individuals' circumstances. This programme of support, initiated towards the end of the Summer 2020 school closures, is now an integral part of our overall wellbeing strategy for pupils.
- 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 this year include improving attendance for their persistently absent pupils. It is still in its early stages, but emerging evidence is promising.