

Broadwater Church of England 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 progress and 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	Broadwater Church of England Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	11% (49 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs N Simpson
Pupil premium lead	Mrs A Corless
Governor / Trustee lead	Foundation Governor to be appointed- Autumn 2021

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,765
Recovery premium funding allocation this academic year	£1341.25 -October 2021
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,949
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,714

Part A: Pupil premium strategy plan

Statement of intent

Vision Statement: Broadwater is a Christian school. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

- All children will be given the opportunity, support and encouragement to achieve their full potential.
- To allocate the funding effectively to maximise impact. (Including the recovery premium.)
- Early identification of those groups of children (specific groups including disadvantaged) who are not on track to meet age-related expectations. Target to ensure that gaps in their progress and attainment are as small as possible by the end of the academic year 2022. (Diminishing the difference.)
- Children who did not meet age-related expectations in each year group at the end of the academic year 2021 are targeted to make accelerated progress and meet age expected at the end of the academic year 2022. Data figures and targets to be adjusted accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Missed schooling due to COVID 19
2	Writing progress and attainment after a number of partial closures
3	Engagement of parents
4	Aspirations of children
5	Wider cultural experiences

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
Children will have skills and knowledge that will benefit them in later life. A rich curriculum will broaden their experiences and enhance their learning.	Visits Additional support and practice of skills Resources Clubs First hand experiences

<p>See Statement of Intent</p> <p>Year 6 (disadvantaged group/non-SEN) Reading outcomes- 80% age expected Writing outcome- 80% age expected Maths outcomes- 80% age expected</p>	Booster groups Personalised Learning Tuition 1-4 Pre-teaching Resources
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Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP training x4 2-hour sessions- Headteacher and Deputy Headteacher attended training	West Sussex Programme delivered supported by research.	Disadvantaged group
Wellbeing- Inclusion Manager	Wellbeing supervision Group- led by EP - Focus on staff and pupil sharing networking. TA resilience training - 2 sessions Spring term Advanced Mental Health Lead Training	Whole school
Counselling Skills - Pastoral Lead	See programme outline	Whole school
Staff recruitment to deliver support.	EEF	Yr4/Yr3. Tuition x3 children yr5.

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

Budgeted cost: £ 43,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with all intervention and booster groups established	Research based- Maths programmes and RML	see Recovery Plan
Additional teaching support in target year groups (2/4/5/6)	High quality – classroom teaching	Identified groups and individuals

Additional 1:1 personalised support for individuals (Research based)	Tutoring 1-3 Tuition 1-4	3 children in Year 5 20 children in Year 1
Specialist mathematics teachers- (enrichment and challenge led by secondary colleague)	High quality – classroom teaching	Year group-Yr5 and Yr6
Missed teaching: consolidation and overlearning identified. Addressed in planning.	High quality – classroom teaching	Whole school

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Engage with parents/carers of new entrants prior to starting school 2022	PP Webinar - research based training	Whole cohort
2. Sourcing PP information earlier enough in the summer term to engage parents	PP Webinar - research based training	Not known
3. Lunch time nurture club to be reinstated September 2021	Established in school	Across the school
4. Year 6- Lunch time club	Child voice- feedback	Whole year group
5. Friendship/social skill development and mental health- pastoral lead	RHE/RSHE curriculum	Whole school cohort

Total budgeted cost:

1.2 - No determined cost

3.4.5 - Cost of staff member

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.

All children in year six were assessed at the end of the academic year using the SATs materials. The recovery programme, high quality remote learning (see report); consistently high quality teaching and learning and pupil attendance throughout partial closure impacted outcomes and more importantly progress across each year group.

Review: last year's Year 6 aims and outcomes (School assessments: 2020/2021)

<p>Aim: Age expected in all reading, writing and mathematics. (5 PP children) (No SEND)</p>	<p>Outcome- all school assessments no Statutory Assessments</p>
<p style="text-align: center;">KS2</p> <ul style="list-style-type: none"> • outcomes in reading • outcomes in writing • outcomes in mathematics • outcomes combined: (reading/writing and mathematics) 	<ul style="list-style-type: none"> • 100% Age Expected Outcome • 80% Age Expected Outcome • 100% Age Expected Outcome • 80% Age Expected Outcome

Review: Year 6 aims and outcomes (School assessments: 2019/2020)

<p>Aim (7 PP children)</p>	<p>Outcome- all school assessments no Statutory Assessments</p>
<p style="text-align: center;">KS2</p> <ul style="list-style-type: none"> • Improved outcomes in reading • Improved outcomes in writing • Improved outcomes in mathematics • Improved outcomes combined: (reading/writing and mathematics) 	<ul style="list-style-type: none"> • 4 children (57%) Age Expected Outcome • 3 children (43%) Age Expected Outcome • 3 children (43%) Age Expected Outcome • 1 child (14%) Age Expected Outcome • 1 child (14%) Higher Level combined