

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Broomgrove Junior School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karen Wright – Interim Headteacher
Pupil premium lead	Karen Wright
Governor / Trustee lead	Stacey Street

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>(7/12ths of current academic year 2022/23)</i> <i>(5/12ths of estimated amount for next academic year 2023/24)</i>	£72,741
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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

£79,556

Part A: Pupil premium strategy plan

Statement of intent

At Broomgrove Junior School, we provide equal opportunities for all children regardless of their backgrounds, challenges and starting points.

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers. We are following a three-year programme with Marc Rowland ("Addressing Educational Disadvantage.")

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our disadvantaged children should:

- Make good or accelerated progress from their KS1 starting point.
- Develop social skills that will allow them to thrive socially.
- Develop resilience emotionally and in their learning.

To achieve this we promote:

- Evidence-informed practice and High Quality Teaching.
- The use of Trauma Perceptive Practice and the Essex Steps Approach to support emotional well-being.
- A whole-school approach to good mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Historically, disadvantaged children often have lower starting points from KS1 and do not achieve age related expectations in line with their peers (particularly in reading and writing).
2	Following loss of in-school learning, some disadvantaged children are not making progress in line with their peers, particularly in writing and maths due to significant gaps in their learning.
3	SEMH needs: High levels of anxiety and poor emotional regulation; poor self-esteem, low aspirations and fixed mind-sets;
4	Lower levels of resilience academically and in social situations which can lead to poor attendance.
5	Eliminating unconscious bias amongst staff.
6	Low attendance and high persistent absenteeism of disadvantaged pupils.

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 oral language skills and vocabulary among disadvantaged pupils.	High Quality Teaching and Learning observed and assessments indicate improved language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence including book scrutiny, discussions with pupils and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils across the school.	Data analysis shows the gap between PP and non-PP pupils in reading outcomes across the school is reducing year on year.
Diminishing the difference in KS2 outcomes and progress between disadvantaged and non-disadvantaged pupils	Percentage of disadvantaged children achieving Age Related Expectations (ARE) is inline, or better, than non-disadvantaged children. All disadvantaged pupils make good

	progress from their starting points. KS2 outcomes in 2024/25 show more than 75% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing and emotional resilience for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice reporting that they feel safe, happy and valued in school • Quantitative data from SEMH assessments • Teacher observations • Monitoring of additional SEMH support to identify impact
Attendance for disadvantaged children to be in-line with National.	Attendance for disadvantaged children to be in-line with non-disadvantaged children. Reduction in level of persistent absenteeism.

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: £49,736.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5, 6
Purchase of standardised diagnostic assessments.	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:	1, 2, 4, 5

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Investment in professional development (inc. improving reading comprehension) for teachers across the school. Impact of each CPD event to be recorded and monitored.	<p>The EEF Guide to the Pupil Premium - https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2, 5, 6
Coaching from Excellent practitioners and external professionals (including coaching on subject leadership.)	<p>The EEF Guide to the Pupil Premium - https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium :</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p>	1, 2, 5
Recruitment and retention of Learning Support Assistants to support the learning in class and to provide scaffolds for independence, using questioning and promoting metacognitive strategies.	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>“Maximising the Impact of Teaching Assistants.” Rob Webster et al</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £8,673.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions, including “NESSY” and “Language Link”	<p>EEF Toolkit:</p> <p>Oral Language interventions; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>One to One tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Teaching assistant interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Essex LA Recommended Assessments for Identifying Needs (Includes Language Link) https://schools.essex.gov.uk/pupils/SEN/D/Documents/Essex%20Recommended%20Assessments%20for%20Identifying%20Needs%20v3%20Oct%202021.pdf#search=recommended%20assessment%20pupil%20needs</p>	1, 2, 3, 4, 6
Structured interventions delivered by teaching assistants (including Precision Teaching)	<p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5, 6

After school small group booster sessions for year 6	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,146.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Mid-Tendring Education Partnership (MTEP)	<p>Early help aims to give children, young people and families the right support at the right time, to reduce the need for higher level interventions. This allows us to work together with families and provide specialist support as part of our Early Help offer. This includes access to: counsellors, Family Support Workers, art therapy, play therapy and Theraplay.</p> <p>Helping Children - Play Therapy UK</p> <p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3, 4, 6
Forest school teacher to provide an environment for children to rehearse communication skills, social skills and build knowledge, understanding and appreciation of the natural world.	<p>“Addressing Educational Disadvantage In Schools and Colleges: The Essex Way” edited by Marc Rowland ISBN 978-1-913622-45-9</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>A Marvellous Opportunity for Children to Learn: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	3, 4, 5, 6

Subsidised transport and trips	<p>Supporting the wellbeing of disadvantaged pupils and families ensuring pupils are ready to learn through having breakfast and socialising with their peers - developing life and social skills.</p> <p>Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	3, 4
Pastoral support, including a well-being hub, to improve well being.	<p>High quality targeted approaches to SEMH learning have great impact on supporting disadvantaged pupils break down barriers to success.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning </p> <p>“When Adults Change Everything Changes” by Paul Dix ISBN 978-178135273-1 </p>	3, 4, 6
Stave House Music Teacher (including mini-music sessions)	<p>Stave House lays a musical foundation that is taught via a ‘see, hear, do’ interactive approach to learning. The method encourages storytelling, role play, singing games and rhymes teaching creativity, inspiring curiosity and offering children the freedom to explore academic musical concepts. The Stave House method is accredited and certified by the London College of Music.</p> <p>Arts participation can have a positive impact on academic outcomes in other areas of the curriculum, and is a valued subject itself (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation </p>	3, 4, 5

Total budgeted cost: £79,556

Part B: Review of outcomes in 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.

Due to the Covid pandemic, schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish Key Stage 2 school performance data for 2023.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using KS2 performance data and our own internal assessments.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Whilst our provisional SATs data from the LA for disadvantaged and non-disadvantaged shows that disadvantaged pupils out-performed the non-disadvantaged, this is not a trend that spreads across our school. In some year groups, gaps are wider than others. The ongoing impact of COVID-19 can be seen in our data when comparing it to our pre-pandemic data. National figures also demonstrate the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 5.24% higher than their peers in 2021/22. Persistent absenteeism across the whole school was 8.68% whereas it was 52.63% for disadvantaged pupils. We have analysed the data and pupils together with reasons behind these absences. We recognise this gap is too large, which is why we are in contact with the Local Authority Attendance Team to support the school in order to maximise attendance. By building relationships with families and providing High Quality Teaching as well as nurture and support, we hope to improve this data moving forward.

The wellbeing of our pupils was impacted greatly by the pandemic, but since pupils have returned to school, behaviour around the school suggests that pupil nurture has been prioritised by all staff, including those in our "pod." Pupil wellbeing is also supported by our subscription to MTEP, providing counselling and therapies to identified pupils. Forest School also supports the wellbeing of pupils. We will continue to support these strategies in order to benefit our disadvantaged pupils as well as our non-disadvantaged.

At present, we are not set to complete all of our outcomes that we set out to achieve by 2024/25 but we have reviewed our strategy and made changes to reflect the review. With

these in mind, we will make changes to the way we distribute the allocation for this academic year.

The further information below provides more details about additional programmes as well as actions which will not be funded by the pupil premium.

Externally provided programmes

Programme	Provider
Trauma Perceptive Practice	Essex Local Authority
“Step On” therapeutic behaviour management	Essex Steps
Nessy Learning Programme	Nessy Learning Ltd
Junior Language Link	Speech Link Multimedia Ltd
Times Tables Rock Stars	

Further information

Our Pupil Premium strategy will be supplemented by additional actions which will not be funded by the pupil premium. This will include:

- Support from the Local Authority Attendance Team to enable us to maximise attendance
- ELSA training for at least one member of staff to enhance the nurture and wellbeing provision (and to improve attendance)
- Embedding more effective practice around feedback.

[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Feedback)