

Pupil premium strategy statement

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	Broomgrove Junior School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Leesa Sharpe – Headteacher
Pupil premium lead	Leesa Sharpe
Governor / Trustee lead	Jenny Heaps

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,805
Recovery premium funding allocation this academic year	£5,356
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	£65,161

Part A: Pupil premium strategy plan

Statement of intent

At Broomgrove Junior School, we provide equal opportunities for all children regardless of their starting points. In doing so, we consider the challenges faced by our vulnerable children and use guidance from the Education Endowment Foundation to determine our approach.

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:

- Best practice and quality first 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	High levels of anxiety and poor emotional regulation.
4	Poor self-esteem, low aspirations and fixed mind-sets.
5	Lower levels of resilience academically and in social situations which can lead to poor attendance.
6	Eliminating unconscious bias amongst staff.

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
Disadvantaged children attain in line with age related expectations.	Percentage of disadvantaged children achieving Age related Expectations (ARE) is inline, or better, than non-disadvantaged children.
Disadvantaged children make good, or accelerated progress.	Number of children making a minimum of 6 points progress increases year on year and is in-line with non-disadvantaged children.
Improved quality and provision of social and emotional learning (embedded into policy and practice) enables children to attain and achieve in line with their peers.	Reduced levels of pupil anxiety and improved well-being. Feedback from surveys (pupil voice/parents) and classroom, lunchtime and playtime observations. Increased participation in enrichment activities.
Disadvantaged children have good learning and emotional resilience.	Improved resilience enabling all children to have the skills to cope both academically and emotionally. Children have knowledge and understanding of growth mind-set and are able to challenge themselves in the classroom.
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.
All staff aware of our disadvantaged strategy and our whole school approach.	Staff effectively use TPP and Essex Steps strategies to identify and support children's needs. All children have access to quality first teaching. Intervention enhances the learning in the classroom.

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: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction to Addressing Educational Disadvantage in Schools and Colleges – The Essex Way	Whole school understanding and awareness helps to build a whole school ethos and approach. This will enable us to eliminate any bias.	6
CPD for all teaching staff, including support staff, on the 'Reading Framework'. → Training → Release time for observation	The DfE non-statutory guidance 'The Reading Framework' and EEF research on early reading highlight the impact of subject knowledge, direct teaching of comprehension skills and high quality resources.	1, 2
Provide Leadership opportunities → Pupil Book Study Approach (Alex Bedford) → Sticky Teaching and Learning (Caroline Bentley-Davies)	Evidence suggests that where leaders continually develop it greatly supports school development.	1, 2
Coaching from practitioners and external professional partners	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF guide).	1, 2

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

Budgeted cost: £39,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional educational/learning support to consolidate learning in school. This may include support linked to cognitive ability or emotional support due to lack of resilience/poor self-esteem.	<p>Evidence shows children need to have their needs met before they are ready to learn.</p> 	3, 4, 5
Interventions delivered by LSAs	Targeted deployment of LSAs (see below)	1,2
Intervention groups/boosters (including same day)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2
NTP group tuition/ School-Led Tutoring	The programme offers a highly tailored combination of tuition support, to support those pupils whose education has been most impacted by the pandemic. As part of the NTP, School-Led Tutoring is designed to help close the education gap between pupils and their peers. We know that disadvantaged (and vulnerable) children were disproportionately affected during school disruptions as a result of COVID-19.	1, 2
Reading/Maths Club		1, 2

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

Budgeted cost: £18,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice	Evidence based programme to understand behaviour and support emotional well-being. Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life. EEF social and emotional learning.	3, 4, 5
Forest Schools (all years)	Forest Schools: impact on young children in England and Wales - Forest Research Confidence: Children have the freedom, time and space to learn and demonstrate independence. Social skills: Children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. Communication: Language development is prompted by the children's sensory experiences. Motivation: Woodland tends to fascinate children and they develop a keenness to participate and the ability to concentrate over longer periods of time. Physical skills: These improvements are characterised by the development of physical stamina and gross and fine motor skills. Knowledge and understanding: Children develop an interest in the natural surroundings and respect for the environment.	3, 4
Pastoral support, including a well-being hub, to improve well-being.	High quality targeted approaches to SEMH learning have great impact on supporting disadvantaged pupils break down barriers to success. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel When Adults Change Everything Changes – Paul Dix	4, 5
Mid-Tendring Education Partnership (MTEP)	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. Helping Children - Play Therapy UK	3, 4, 5

Education visit subsidies	Providing experiences will allow all children to have access to the same opportunities. Promote and support learning in the classroom.	2, 3, 4
Stave House Music Teacher (including mini-music sessions)	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. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum, and is a valued subject itself (EEF).	2, 3, 4, 5

Total budgeted cost: £65,164

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.

Due to COVID-19, no performance measures have been published. Pastoral support was a priority during school closures and regular safeguarding and well-being checks were carried out. Vulnerable children were invited to attend key-worker bubbles in school, alternatively regular home contact was provided.

Our disadvantaged, like all children, were affected by school closures and were unable to access interventions for learning and their emotional well-being.

Year 6: Percentage of children meeting, or exceeding, expected standard.

Curriculum area	All children (54)	Boys (27)	Girls (27)	PPG (11)
Reading	76%	74%	78%	64%
Writing	67%	70%	59%	36%
Maths	70%	74%	63%	36%

Externally provided programmes

Programme	Provider
Trauma Perceptive Practice	Essex
Accelerated Reader	Renaissance Learning
Nessy Learning Programme	Nessy Learning Ltd
Mathletics	3P Learning

Further information (optional)

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

- Using the DfE grant to train a senior mental health lead, who will be part of the senior leadership team. This will be:

Developing an in-depth whole school approach as senior mental health lead - Carnegie Centre of Excellence for Mental Health in Schools.

- Embedding more effective practice around feedback.
[Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Feedback/)