

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Broadhempston				
<b>Academic Year</b>	2021- 22	<b>Total PP budget</b>	£6,725	<b>Date of most recent PP Review</b>	September 2021
<b>Total number of pupils</b>	60	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	September 2022
		<b>Number of LAC pupils</b>	0		
		<b>Total budget for pupils with parents in the services</b>	£0		
		<b>Number of pupils with parents in the services</b>	0		
		<b>Total =</b>	<b>£6,725</b>		

2. Attainment 2021 (Based on Y6 results)		
<i>Broadhempston's figures for pupils eligible for PP (outcomes are based on teacher assessment as there were no SATs tests in 2021 due to the COVID-19 pandemic)</i>		<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expectations in reading</b>	No year 6 pupils this year	No data due to COVID-19 pandemic
<b>% achieving expectation in writing</b>	No year 6 pupils this year	No data due to COVID-19 pandemic
<b>% achieving expectation in maths</b>	No year 6 pupils this year	No data due to COVID-19 pandemic

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Some pupil premium children are achieving below the national average in maths, reading and writing
<b>B.</b>	Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>C.</b>	Some pupil premium pupils have SEND and/or SEMH needs which can impact on their progress
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**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for PP to be achieving in line with national average in Maths. reading and writing	<ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain EXS in line with non-eligible peers in maths, reading and writing across the school</li> <li>• The progress of eligible pupils in maths, reading and writing is at least in line with National at the end of KS2</li> <li>• Pupils identified as prior higher attaining are identified and targeted for GDS</li> <li>• Eligible pupils to achieve RWM combined at least in line with Nationals Lead indicators are monitored and acted upon weekly</li> </ul>
<b>B.</b>	Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic	<ul style="list-style-type: none"> <li>• Gaps analysis will take place resulting in personalised curriculum</li> <li>• Additional provision will be accessed via Quality First Teaching</li> <li>• Intervention/boosters where appropriate</li> <li>• Mental health and well-being support accessed via IIH</li> </ul>
<b>C.</b>	Pupils eligible for PP have access to SEMH support through the Inclusion Hub. Pupil's with SEND needs will have provision mapped out and reviewed throughout the year support by academy SEND leads.	<ul style="list-style-type: none"> <li>• Pupils will be identified through Boxall profiling who need SEMH support.</li> <li>• Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> <li>• Thorough provision mapping and intervention</li> </ul>

## 5. Planned expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Improved attainment in maths, reading and writing at the end of KS2</b></p>	<p>Staff articulate and model metacognitive thinking. (E.g. what do I know about this problem? What strategies have I used before?) Scaffolding tasks to support pupil development of metacognitive and cognitive skills – worked examples.</p> <p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>EEF Report - METACOGNITION AND SELF-REGULATED LEARNING say</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. At the heart of this is metacognition. This term is increasingly well known in schools, but beyond a simple definition of 'thinking about thinking', teachers can quickly run out of classroom examples to describe it accurately. Understanding what we mean is the first step in helping teachers to improve pupils' metacognition.</p> <p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <p>a curriculum that is ambitious for all pupils;</p>	<p>Lesson observations and staff inset</p> <p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p>Termly</p>

		<p>a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  a curriculum that is broad and balanced for all pupils.</p> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>	<p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>		
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Personalised learning</p> <p>Quality First Teaching</p> <p>Assess and Monitor</p> <p>Specific provision map for pupil's impacted by missed learning</p> <p>Mental and well-being support</p>	<p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.<sup>11</sup> Mar 2015</p>	<p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>		<p><b>Half-termly</b></p>

**ii. Targeted support**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Improved attainment in maths, reading and writing at the end of KS2</b></p>	<p>Detailed provision mapping – reviewed termly</p> <p>Personlised curriculum</p> <p>Precision Teaching</p> <p>1:1 sessions.</p> <p>1:1 comprehension/understanding support</p>	<p>Precision Teaching: "Literally hundreds of thousands of chartered instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p>Termly</p>

	<p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>Power of 2 – Key Skills</p> <p>Embedding White Rose Maths</p>	<p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. 11 Mar 2015</p>	<p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>		
<p><b>Some pupil premium children's progress will have been impacted by the school closures linked to the COVID-19 pandemic</b></p>	<p>Detailed provision mapping – reviewed termly</p> <p>Personlised curriculum</p> <p>Precision Teaching</p> <p>1:1 sessions.</p> <p>1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p> <p>Power of 2 – Key Skills</p> <p>Embedding White Rose Maths</p>	<p>Precision Teaching: "Literally hundreds of thousands of chartered instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>The National Strategies suggest that the key to success with all learners is <b>quality first teaching (QFT)</b>. ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils. 11 Mar 2015</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p>Half-termly</p>
<b>Total budgeted cost</b>					<p><b>Staffing:</b> <b>£2,521.87</b> <b>Resources:</b> <b>£840</b></p>
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Pupils eligible for PP will have access to SEMH support through the Inclusion Hub</b></p>	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Pupils will access the Link Academy Inclusion Hub, Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>Access to MAST (EP referral)</p> <p>Inclusion Hub – access SEMH support (SEMH courses for children &amp; outdoor forest school sessions)</p> <p>Inclusion Hub – Family Support</p>	<p>The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK</p> <p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions</p>	<p>Boxall Profile reviews termly</p> <p>Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p>	<p>IiH Manager</p> <p>Academy Head</p>	<p>Termly</p>
<p><b>Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance</b></p> <p style="text-align: right;"><b>IiH Budget</b></p> <p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£3,365</b></p> <p><b>£6,725</b></p>

## 6. Review of expenditure 2021-22

Previous Academic Year

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

### ii. Targeted Support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)