

## Broomwood Primary School- Review of pupil premium 2020-2021

1. Review of expenditure – more detailed targets and how the money has been spent:			
Previous Academic Year		2021-2022	
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)
<p>To improve the outcomes for the pupils who are not meeting the expected standard in reading</p>	<p>To train all staff across the school in phonics to ensure that they can support children across the school when any pupil hasn't fully grasped the basic mechanics of reading- To ensure that there is fidelity in how it is taught across the school.</p> <p>To purchase phonics resources for all classes so that teachers can use it to support targeted children. To have a central phonics area that teachers can use for [particular resources.</p> <p>To purchase RWI intervention for years 4,5,6 and train staff how to use it in order that specific children who are still struggling with this can be supported.</p>	<ul style="list-style-type: none"> <li>• All staff have been trained in phonics across the school. Within performance management, teachers talked about how this has supported their understanding more and how they use it for particular children in Key stage 2</li> <li>• There is fidelity across the school in how phonics is taught</li> <li>• All staff are aware of how to use RWI</li> <li>• More phonics resources have been ordered for all classes and they are being used well</li> <li>• We have purchased the Fresh Start programme for pupils in Key Stage 2. We have been doing this intervention for nearly a year and it is working well.</li> </ul>	<p>As new staff come, they will need a session. Phonics training reminders need to be done annually</p> <p>Fresh start is a great intervention and will need to be completed with groups of pupils every year- maybe more staff need training in how to deliver it.</p>

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<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>To improve the outcomes for lower ability pupil premium children in maths and reading in year 6- pupils that have the potential to achieve expected</p>	<p>Specialist teachers of maths and English-secondary trained to provide intervention for those pupils- coming out of tutor led funding</p> <p>X1 a week before the school day</p>		
<p>To improve the outcomes for year 6 pupils in literacy and numeracy</p>	<p>Due to the large cohort- 66, employing an extra teacher to split the class into three groups every morning- mixed groups</p>	<p>The children did not perform as well as we had hoped. We achieved 71% in reading compared to 74% nationally. In numeracy, we achieved 70% in maths compared to 71% nationally and in writing we achieved 68% compared to 70% nationally.</p>	<p>Whilst there is less evidence to suggest that making the classes smaller has a positive impact on educational outcomes, as a school we feel that it tends to work better to support with overall behaviour and mental health and well-being so it is something that we will continue for the following year due to the significant size of the year 6 group and due to some behaviour complexity.</p>

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<p>To improve the attainment, but in particular the progress of the middle attaining pupil premium pupils in year 5 maths- those who are not on track to get expected. In addition lower ability pupils in year 6</p>	<p>Small group work intervention during assembly time completed with an experienced TA- Sandra- year 5 during maths lessons carried out daily Year 6- before school starts X 2 sessions</p>	<p>Internal data shows positive progress from a number of pupils.</p>	<p>Continue with the targeted maths approach</p>
<p>To improve the outcomes for those children not on track to achieve expected in reading across the school</p>	<p>All teachers given a group of pupils to focus on linked to performance management</p> <p>Teachers are expected to design an approach suitable for that group- phonics based, more comprehension etc... x2 a Week</p> <p>Purchase reading materials</p>	<p>Teachers were able to show the progress of pupils doing performance management. Whilst not all pupils they had achieved the expected, they all made at least good progress.</p>	<p>Reading intervention during assembly time worked well on the whole. It was a good way to focus teachers on a particular group of children</p>

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<p>To improve the outcomes in reading for year 4 pupils</p>	<p>One- to –tutor to work with specific children that have been highlighted through the graduated approach – x1 per week</p>	<p>This ended up being a mixture of children from year 3 and year 4</p>	<p>This intervention worked extremely well and we have built this into our graduated reading approach. We have increased the time of the teacher from 1 to 2 days</p>																																			
<p>To develop pupil's language in the early years</p>	<p>Neli targeted intervention with a small group of pupils- Sarah C- 20 week programme</p> <p>To utilise WELLcomm to identify key pupils who require further support- teacher or TA to provide intervention in response x</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>First assessment March 2021</th> <th>Percentile</th> <th>Final assessment February 2022</th> <th>Percentile</th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>Amber Below average</td> <td>24</td> <td>Green Average</td> <td>35</td> </tr> <tr> <td>Child B</td> <td>Amber Below average</td> <td>24</td> <td>Amber Below average</td> <td>24</td> </tr> <tr> <td>Child C</td> <td>Amber Below average</td> <td>22</td> <td>Green Average</td> <td>42</td> </tr> <tr> <td>Child D</td> <td>Amber Below average</td> <td>20</td> <td>Green Average</td> <td>74</td> </tr> <tr> <td>Child E</td> <td>Amber Below average</td> <td>19</td> <td>Green Average</td> <td>35</td> </tr> <tr> <td>Child F</td> <td>Amber Below average</td> <td>15</td> <td>Green Average</td> <td>30</td> </tr> </tbody> </table>		First assessment March 2021	Percentile	Final assessment February 2022	Percentile	Child A	Amber Below average	24	Green Average	35	Child B	Amber Below average	24	Amber Below average	24	Child C	Amber Below average	22	Green Average	42	Child D	Amber Below average	20	Green Average	74	Child E	Amber Below average	19	Green Average	35	Child F	Amber Below average	15	Green Average	30	<p>Whilst this intervention had a huge impact- the cost in terms of TA use was excessive due to all of the 1-1 sessions that were required. WE will continue the programme but in a slightly different manner in order to make it more manageable.</p>
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<p>To provide support for children who want to enter for the 11 plus examination</p>	<p>X1 a week support for those children who have shown through test data that they have the potential to sit the 11 plus examination</p> <p>To utilise an experienced tutor who understands the 11 plus regulations</p>	<p>12 of our pupils passed for grammar school- only 1 was PP</p>	<p>Continue with this provision so that we can target all pupils, but pupils eligible for PP in particular- there are more PP children in the next cohort who are capable of Grammar school.</p>
<p>To continue to support with phonics to maintain the school's achievements and to ensure that as many children as possible are confident with the mechanics of reading.</p>	<p>Children in KS1 targeted with phonics through lessons and then particular children identified to work with a TA to close their phonics gap- x1 a week</p>	<p>Targeted phonics was needed with this particular year group, who were low- 75% of our pupils passed and 69% of pupils who are PP. The national picture for all pupils was 75%</p>	<p>This needs to continue. The children are set for RWI and do phonics within the class. Due to the large increase in EAL pupils, targeted intervention needs to continue to happen.</p>
<p><b>iii. Other approaches</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b></p>

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<p>To ensure that children across the school benefit from some musical opportunities- KS1- Ukulele KS2- Drumming</p>	<p>Music service to come and deliver specialist music provision</p>	<p>Children are exposed to something that they would perhaps never get the opportunity to do</p>	<p>Continue and build upon, particularly around peripatetic lessons in preparation to implement the new music curriculum.</p>
<p>All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.</p>	<p>Every class has £300 allocated from PP each year. This means that children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>	<p>Pupil voice indicates that the children love the school trips. They are able to talk about them and they show that they support the overall understanding of a particular topic- e.g trip to Chester linked to Romans- children are Roman soldiers- one child said that this was his best day ever!</p>	<p>Continue as vital for children to experience trips but things with the cost of living are so expensive that we need a way of reducing the cost for pupils.</p>