

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		2020-2021	
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)
To measure the impact more effectively of the interventions put in place to support mental health issues in school, particularly in light of the national lockdown and self isolation	<p>To continue to implement the graduated approach linked to the identification of mental health issues and then the appropriate course of action to take with regards to intervention.</p> <p>For the mental health team to have regular meetings together to discuss particular individuals</p> <p>To use the Leuven scale to track whether or not a particular intervention is having the desired impact and if not reconsider the approach.</p> <p>As part of the recovery curriculum, provide focus for the whole school to address the children's questions in relation to COVID and getting the children back into routines of being in school.</p>	<p>Graduated approach- reviewed and implemented</p> <p>Mental health team have met and analysed Leuven data</p> <p>Data from interventions is being tracked and is showing that it is having a positive impact on the wellbeing of pupils- overseen by the SENDco</p> <p>Risk assessment was written in advance of opening and shared with staff and parents- Aspects of the risk assessment was shared with the children- use of eBUG resources</p> <p>Zoom meetings within the first two weeks with parents eliminated fears and enabled us to share our approach further.</p> <p>Corinne led some training for staff in how to manage their own mental health and wellbeing effectively. Whole school topic on 'New beginnings' – PSHE focus- gave the children lots of opportunity to talk. Creative writing project linked with it- Flotsam- Built confidence in writing and a way to bring the whole school community together</p> <p>Transition information shared between teachers- carried out the Leuven scale on all children as a baseline to see how we can support the mental health and well-being of key individuals further</p> <p>Liaised with parents- questionnaire about online learning and mental health issues to support future delivery.</p>	<p>We recognised that we needed to train more staff to support the ongoing needs of our pupils.</p> <p>The graduated approach requires continuous funding and will have to continue to be funded via pupil premium for it to be sustainable.</p> <p>We need to build in more time for the mental health team to meet and discuss particular individuals</p>

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<p>Within our well established broad and balanced curriculum, work more with key subject leaders to ensure that there is more specificity on the 'sticky knowledge' that children need to have</p>	<p>To ensure that our pupils have lots of real life experiences to bring learning to life</p> <p>To ensure that subject leaders have a thorough knowledge of their area within the curriculum and that 'sticky knowledge' has been identified- that the Intent, implementation and impact of their subject is identified and implemented</p> <p>To develop ways to improve children's long term memory within subject areas and to ensure that staff build on knowledge year on year.</p> <p>To ensure that the overview provides a framework of what staff should teach within a topic and ensure that children get the opportunity to reflect on the impact it has had on today.</p> <p>To ensure that key members of staff have appropriate CPD to help to deliver changes and make improvements</p>	<p>All subject leaders created long term plans for their subject and identified particular knowledge that needs teaching from year 1 to year 6. This improved subject leaders knowledge of what is taught across the school.</p> <p>CPD has been implemented for key subject leaders that required it.</p> <p>Monitoring of topic books and speaking to the children highlights that more children are remembering key knowledge- this needs more development</p> <p>Teachers much more confident with what they should be including in their topic planning and what the expected coverage is.</p>	<p>Staff need some more support on how their subject links with early years.</p> <p>More progression needs to be built in from reception to year 1</p> <p>Whilst 'sticky knowledge' has been identified, it needs some simplification in order that about 4 key important bits are remembered by each child within each subject area</p> <p>When subject leaders change roles, more time needs to be set aside for an easier transition</p> <p>Teachers are still not reinforcing previous knowledge enough</p> <p>Subject leader/SMT need to have specific questions that children are asked to ensure that the children know the 'sticky knowledge' intended</p>
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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)
To improve the attainment and progress for year 6 pupils who are eligible for pupil premium at the expected level but in particular at greater depth in maths at KS2. This will focus on the middle and lower attaining pupils	<p>Daily intervention to be carried out in small groups by Sandra every morning with specific children. Sandra to also take key children out to provide further support as part of their maths lesson. Sandra will work in conjunction with the class teachers.</p> <p>Extra intervention will happen for one hour on a Monday and Tuesday afternoon. Sandra will focus on supporting small groups with their timetables knowledge.</p>	<p>As SATS were cancelled for this academic year, we completed teacher assessment.</p> <p>Due to lockdowns and self-isolation for individual children and classes, it was harder to have the necessary impact that we would have hoped for.</p> <p>We did however achieve 20% of our pupil premium in this year group achieving greater depth. Expected- only 40% achieved. Progress from their initial baseline tests after lockdown has shown to be positive</p>	<p>Previous years data shows that this approach does work but that intervention needs to happen consistently.</p> <p>More work needs to be done with year 5 in order that year 6 can be more of a consolidation year.</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 in reading and maths</p>	<p>Small group work intervention during assembly time completed with an experienced TA</p>	<p>Interventions were disrupted by isolation and lockdowns and therefore children did not access it in the same way.</p> <p>In maths, the cohort however achieved 78.9% at the expected level and above in maths, indicating that some of the middle ability had been pushed well despite COVID. This was a significant increase from the baseline test carried out after lockdown- 42.2%</p> <p>In reading, whilst the final results were 63.8%, this was a significant improvement from 37.5%</p>	<p>Reading needs to be a focus across the school. Children have suffered because of COVID</p>	
<p>To support more pupil premium children achieving the expected standard and greater depth in their writing at key stage 1</p>	<p>Intervention with an experienced class teacher- Wednesday morning every week</p>	<p>A lot of learning took place online during this academic year. Whilst we sent home key resources and books for the children, writing was difficult to manage online.</p> <p>Intervention didn't happen in the way it was intended. Due to strict COVID measures, it was difficult to carry out intervention and mix pupils</p> <p>Progress made by the cohort from their starting points was good- 6.1 steps and pupil premium at 5.7. Overall percentages were extremely low. We found that this year group in particular really struggled with writing after lock down</p>	<p>Pupils in KS1 need more support with writing and intervention needs to be carried out with these children</p>	
<p>To support the development of reading by developing the reading material in KS1 to support phonics understanding and application</p>	<p>Home readers to reflect the sounds that are being worked on in class.</p>	<p>This is now in place. Children are given home readers that reflect the sound that they have been learning in class.</p>	<p>Need to extend this across the school for pupils in higher years groups that require this.</p>	

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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
To support the emotional well-being of particular pupils to ensure that they achieve academically.	Psychotherapy for particular children Pastoral support/counselling	Such provision in school has positively impacted individuals in order that they are happy to come to school and achieve academically. Data is held for individual progress	Needs to continue to be paid from pupil premium in order that it can be sustained.
To ensure that children across the school benefit from some musical opportunities- KS1- Ukulele KS2- Drumming	Music service to come and deliver specialist music provision	Pupil voice and teacher voice has indicated how much the children have benefitted from having such experiences. Ukulele was still taught even though classes were at home- we sent the instruments home. We needed to change the timing of some lessons to the summer term but all children made excellent progress in a short time	This format, where all pupils across the school benefit from some instrumental tuition needs to continue.