



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 and vulnerable 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	Broomhaugh C of E First School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers (2021 – 2022)	2022 – 2023 academic year
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Suzanne Hart
Pupil premium lead	Louise Storey
Governor / Trustee lead	Ruth Symes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4820 (2 x £2410)
Recovery premium funding allocation this academic year	£2000
School Led tutoring payment	£ 324
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7144

Part A: Pupil premium strategy plan

Statement of intent

At Broomhaugh Church of England First School our intention is to provide an inspirational and inclusive teaching and learning environment in which all pupils can 'Be the best they can be!' Through the use of the pupil premium grant and recovery premium funding we aim to accelerate progress and raise attainment for disadvantaged children and their peers. We prioritise inclusive, quality first teaching and learning for all as our core provision with high quality intervention to support this. A key principle is to ensure well-being and readiness to learn in order to narrow learning gaps. We recognise that good mental health is the foundation of all achievement in school. An important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning.

Our Priorities

- Ensuring all pupils receive quality first teaching in each lesson
- Providing the social and emotional support required for pupils to be ready to learn and thrive.
- Providing targeted academic support for pupils who are not making the expected progress.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in key knowledge from previous year groups.
2	Social and emotional factors relating to emotional wellbeing and development of age appropriate interaction and metacognition skills – readiness to learn.
3	Factors relating to SEND (cognition and learning).
4	Factors relating to early childhood experiences or trauma.

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
For all disadvantaged pupils to make good or better progress.	Good or better progress for all disadvantaged pupils.
Disadvantaged pupils have excellent EWMH (Emotional Wellbeing and Mental Health) support so they are ready to learn.	Disadvantaged pupils are better able to access quality first strategies through improved engagement due to EWMH needs being met.

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: £3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics training and implementation (£900)	Additional 5 months progress on average. (EEF PP toolkit 2022)	1/3
Retention of Teaching Deputy/ EYFS lead (£1000)	Highly effective practitioners in place in classrooms to ensure quality first teaching is universal core offer for all (EEF research – ‘great teaching is the most important lever schools have to improve outcomes for their pupils’)	1/2/3/4
SMHL (Senior Mental Health Lead) (£1000)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2022)	2/3/4
Maths CPD and resources- Dyscalculia training and CDM (concept development model) (£500)	Additional 4 months progress on average. (EEF PP toolkit 2022)	1/3

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition and resources (£300)	Additional 4/5 months progress on average. (EEF PP toolkit 2022)	1/3
Teaching assistant interventions (RWI/ RW Spell) / Breaking Barriers/Maths CDM/ (£1500)	Additional 4 months progress on average. (EEF PP toolkit 2022)	1/3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – Friends Resilience and Emotional Literacy approach. (£1500)	Additional 4 months progress on average. (EEF PP toolkit 2022)	2/4
Attachment difficulties and sensory provision training and resources (£300)	“Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation, well-being and social competence!” (Attachment aware schools project 2015) .	2/4
SIT (safety intervention) training) (£200)	CPI (Crisis Prevention Institute) approved training. ‘ A successful and consistent approach to supporting children and young people who present with a range of challenging and crisis behaviours fosters emotional wellbeing for stakeholders’	2/4

Total budgeted cost: £ 7200

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 2021 to 2022 academic year.

2020 – 2021 attainment data not comparable with 2022 data due to very small pupil numbers and vastly different pupil profiles of children leaving/ entering PP register.

Attendance of PP children was 98% - above non PP and national average

100% of PP made good progress in Reading

100% of PP made good progress in Writing

Vulnerable learners supported by outside professionals from 11 specialisms – teams around families in place and highly effective.

Academic mentor provided highly effective 1:1 and small group tuition – curriculum specific and also to support vulnerable learners with SEMH/motor skills/sensory difficulties.

Buddy system initiated effectively to support SEMH and break down barriers to learning.

Considerable development in SEMH provision leading to a graduated approach to supporting learners thoroughly embedded.

SLMH role developed to actively remove barriers to learning and co-ordinate SEMH provision.

Highly effective intervention in place throughout school.

Support staff used very effectively to give value for money and maximum impact.

Support for parents evolved – SEND cake and coffee events/parent workshop
'Supporting Your Child With Their Emotional Wellbeing'

Externally provided programmes (N/A)

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A