



# Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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	59
Proportion (%) of pupil premium eligible pupils	3.4%
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024 academic year
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£ 10,120
Recovery premium funding allocation this academic year	£2000
School Led tutoring payment	£ 202.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£12,322.50</b>

## 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 and that an important contributing factor to the raising of attainment and progress rates lies within removing social, emotional and environmental barriers to learning. We aim to adapt and enable the whole curriculum so it is accessible for all.

#### 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	Social and emotional factors relating to emotional wellbeing and development of age appropriate interaction and metacognition skills – readiness to learn.
2	Factors relating to SEND (cognition and learning).
3	Gaps in knowledge from previous year groups.

### 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 good S.E.M.H (social, emotional and mental health) support so they have the opportunity to be ready to learn.	Disadvantaged pupils are better able to access quality first strategies and interventions through improved engagement due to S.E.M.H 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc phonics training and implementation (£3000)	Additional 5 months progress on average. (EEF PP toolkit 2023)	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
SMHL (Senior Mental Health Lead) (£1000)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2023)	1
Metacognition – How Pupils Learn initiative. (£1000)	Additional 7 months progress on average (EEF PP toolkit 2023).	1/2/3

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

Budgeted cost: £ 3450

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tuition and resources (£450)	Additional 4/5 months progress on average. (EEF PP toolkit 2023)	2/3
Teaching assistant interventions (RWI/Boosting Reading) (£3000)	Additional 4 months progress on average. (EEF PP toolkit 2023)	2/3

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of social, emotional, mental health and wellbeing support/intervention – Friends Resilience/TalkAbout Sensory diets/Drawing and Talking/CBT approach. (£1500)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2023)	1/2/3
Academic mentor social and emotional 1:1 support. (£1000)	Social and Emotional learning - additional 4 months progress on average. (EEF PP toolkit 2023)	1
Principals of Theraplay Training and resources. (£500)	Theraplay is designed to support positive mental health: self-esteem, trust, positive sense of self and self-regulation. It teaches pro-social skills for successful social interactions: attention, cooperation, turn-taking, waiting, listening skills, sharing, etc. (Northumberland ASD team).	1

**Total budgeted cost: £ 12, 450**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium spending had on pupils in the 2022 to 2023 academic year.

PP attainment data not comparable with non PP data/past PP data due to very small PP pupil numbers and differing pupil profiles of children leaving/ entering PP register.

Attendance of PP children was in line or above non PP and above national average

100% of PP children made good progress in reading.

100% of PP children made good progress in writing.

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

Whole class wellbeing teaching embedded through school – Friends Resilience program, Zones of Regulation.

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 personalised and small group intervention in place throughout school.

Highly effective phonics teaching – 100% EXS or above attainment in end of KS 1 reading.

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

Support for parents evolved – ‘teams around the family’ set up and range of sign posting e.g Tanga Club/ASD drop in sessions/Supporting Your Child With Their Behaviour.

**Due to low Pupil Premium numbers further information regarding specific data can be discussed with Mrs Hart or Miss Storey.**

#### 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