

Pupil Premium Impact Statement
2018 - 19

The Pupil Premium was introduced by the Government in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been classed as 'looked after' for at least one day by a local authority, and children of service personnel. The aim of this additional funding is to provide schools with the funds to raise achievement and improve outcomes for these pupils. In the 2018-19 financial year this amounted to £1320 for each pupil ever eligible for FSM, £1900 for those in the care of the Local Authority (LAC), £2,300 for children who have been in the care of the Local Authority and who have since been adopted or have a special guardianship or child arrangements order, or £300 with a parent in the Armed Forces (Service Pupil Premium).

In 2018 - 19 our school received £24,285, with 18% of our pupils eligible for funding. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose.

At Broomhill First School:

- We ensure that teaching and learning opportunities meet the needs of all of our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- We recognise that not all pupils who receive the pupil premium funding will experience disadvantage at school
- We also recognise that not all pupils who are disadvantaged are registered or qualify for funding. These children still need support.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

After considering the needs of our pupils, we allocated the funding for this academic year as described in the table below. We have used the EEF toolkit to inform our decisions about the evidence that supports each approach.

For more detailed information, see www.educationendowmentfoundation.org

Action	Rationale	EEF Toolkit	Allocation	Impact
Staff training in relation to supporting children with SEMH issues, including training for two teaching assistants to become Emotional Literacy Support Assistants.	This will enable an ELSA to be allocated to each class (1 TA already ELSA trained) to undertake small group work or 1:1 sessions addressing individual or group needs. Several of our most vulnerable children need additional time to speak with an adult for a variety of reasons.	Moderate impact for moderate cost based on extensive evidence. +4	Training £600 Contribution towards staffing costs £6000	Improved levels of self-confidence and self-esteem. Improved levels of participation in lessons and a range of extra-curricular activities. Improved attendance or continued good attendance.
Participation in a music project (drumming) for children in KS1 and KS2, leading to performances for peers and parents.	This is an additional opportunity for children to engage with the arts and cultural activities, provided by a County based musician who is also a positive male role model.	Low impact, low cost, + 2	£600	Increased self-esteem, confidence and lesson enjoyment. Opportunities to widen skills base and discover talents.
Additional teacher hours in KS1 to provide small class sizes for English and maths.	To best meet the needs of this particular cohort.	Moderate impact for high cost + 3 months	Contribution towards staffing costs £5,200	All children eligible for pupil premium made at least good progress in reading, writing and maths - see details at end of table.
Teaching assistant hours to provide additional targeted support in class and individual/group interventions for phonics, English and Maths (including Read Write Inc, Power of 2 and Plus 1).	Small group/1:1 interventions to maximise impact. Opportunities for additional short literacy sessions in afternoons providing successful 'little and often' approach. TA support in class to support the progress of groups and individuals during lessons maximises learning during lesson time ensuring support	Moderate impact for moderate cost, + 4 months	£11,882	There are no significant attainment gaps between children eligible for pupil premium and children not eligible for pupil premium, taking into account needs and starting points. All children eligible for pupil premium made at least good progress - see details at end of table.

	is provided in a timely manner with less need for additional interventions at other times of the school day.			
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In school records provide a detailed analysis of the effect of the above spending on individual pupils, which provides evidence of the effectiveness of the funding in each case.

6 children eligible for Pupil Premium have Special Educational Needs (SEND). All of these children made at least good progress when considering their starting points and needs. Of these 6 children, 1 child is working at Greater Depth across reading, writing and maths, 1 child is working at Age Related Expectations for reading and maths and 2 children are working at Age Related Expectations for reading.

Of the remaining 7 children who are eligible for Pupil Premium, all have made at least good progress or gaps narrowing. Attainment for these children is as follows:

Reading 6 out of 7 children are working at ARE.

Writing 5 out of 7 children are working at ARE.

Maths 5 out of 7 children are working at ARE.

The impact of Pupil Premium is closely monitored by staff and governors. This includes termly meetings between the Headteacher and the named governor for Pupil Premium, currently Mrs Vikki Idle, with Mrs Idle providing feedback from these meetings to the full governing body.