

## Pupil Premium Impact Statement 2019 - 20

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 2019 -20 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 2019 - 20 our school received £18,478 with 15% 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](http://www.educationendowmentfoundation.org)

Action	Rationale	EEF Toolkit	Allocation	Impact
To assign an Emotional Literacy Support Assistant to each class.	<p>ELSAs will undertake small group work or 1:1 sessions addressing individual or group needs.</p> <p>Several of our most vulnerable children need additional time to speak with an adult for a variety of reasons and need support with emotional self-regulation.</p>	<p>Moderate impact for moderate cost based on extensive evidence.</p> <p>+4</p>	<p>Contribution towards staffing costs £6000</p>	<p>Improved levels of self-confidence and self-esteem.</p> <p>Improved levels of participation in lessons and a range of extra-curricular activities.</p> <p>Improved attendance or continued good attendance.</p> <p>This support was particularly important for vulnerable children who returned to school during the Summer Term after lockdown.</p>
Participation in a music project (drumming) for children in KS1 and KS2, leading to performances for peers and parents.	<p>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.</p>	<p>Low impact, low cost,</p> <p>+ 2</p>	<p>£600</p>	<p>Increased self-esteem, confidence and lesson enjoyment.</p> <p>Opportunities to widen skills base and discover talents.</p>
Teaching assistant hours to provide additional targeted support in class, increased number of phonics groups and individual/group interventions for phonics, English and maths across the school.	<p>Small group/1:1 interventions to maximise impact.</p> <p>Opportunities for additional short literacy sessions in afternoons providing successful 'little and often' approach. Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.</p> <p>TA support in class to support the progress of groups and individuals during lessons maximises learning during</p>	<p>Moderate impact for high cost</p> <p>+ 3 months</p>	<p>Contribution towards staffing costs £10,878</p>	<p>All children receiving support made good progress up to when the lockdown commenced on 20/3/20.</p>

	<p>lesson time ensuring support is provided in a timely manner with less need for additional interventions at other times of the school day.</p>			
<p>Subscriptions to digital technology resources to support the teaching of English and Maths, including White Rose Maths, Hamilton Trust, Purple Mash, Rockstarz, Phonics Play.</p>	<p>Children motivated by such resources. Learning can be tailored to match individual need. Children are encouraged to use resources at home, enabling 'little but often' approach.</p>	<p>Moderate impact for moderate cost, +4.</p>	<p>Contribution towards subscription costs £1,000</p>	<p>Positive impact on progress as children enjoy their learning and increase the amount of time practising key skills. These subscriptions have assisted in the development of quality home learning packages during Covid-19 restrictions.</p>