

Broadwindsor Primary School Pupil Premium strategy statement 2024-2027 (2024 update)

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged 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	Broadwindsor Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	15 pupils – 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jean-Paul Draper
Pupil premium lead	Jean-Paul Draper
Governor / Trustee lead	Jackie Clark-Basten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,050
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,050

Part A: Pupil premium strategy plan

Statement of intent

At Broadwindsor Primary School we have high expectations for all pupils in our school, and believe that with the very best teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, academically, socially and emotionally. Our intention is that all pupils, regardless of their background or the challenges they face make good or better progress and achieve highly across all curriculum areas but with a key focus in reading, writing and maths which are so fundamental to all other areas of learning.

The focus of this strategy is to support all children, with a particular focus for disadvantaged children, to have high aspirations, recognise the need for good learning behaviours (purple learners) and achieve highly as a result. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, including a range of extra-curricular opportunities to inspire and engage all our children to be the best learners they can be.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Broadwindsor Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this statement.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of Pupil Premium children both within Key stage 1 and 2 are not all at expected or better in reading, maths and especially in writing. A variety of reasons affect attainment and progress including less developed learning behaviours such as resilience, parental support in home-learning tasks.

2	A proportion of Pupil Premium children are identified as having SEND which brings multi-barriers to learning and as a result require extra focused support in partnership with SEND specialist services. This also includes a proportion of pupils having SEMH additional needs.
3	A number of pupil premium children have recognised they find home-learning a challenge.
4	Some pupil premium children's vocabulary and language is undeveloped, resulting in gaps in their learning across the curriculum.
5	Financial constraints can provide limited life experiences and opportunities with limited access to extra-curricular activities for some families.
6	A proportion of pupil premium families require family support such as Early Help and parenting interventions.
7	Attendance for a small number of pupils eligible for pupil premium is below national levels. This reduces their school hours and impacts on their achievement.

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
Closely monitor attainment and progress across Early Years and KS1 and ensure Pupil Premium children are achieving expected outcomes in English and Maths - with a specific focus on improving writing skills - through quality first learning experiences and targeted intervention.	Results at the end of KS1 in line with National results. PP children make good or better progress in reading, writing and maths. Phonics screening check in line with national.
Closely monitor attainment and progress across KS2 and ensure Pupil Premium children are achieving expected outcomes in English and Maths - with a specific focus on improving writing skills - through quality first learning experiences and additional catch-up support.	Results at the end of KS2 are in line with national and PP children achieve in line with non-PP. PP children make good or better progress in reading, writing and maths. PP children's writing in books demonstrates strong improvements in those targeted areas (SPAG)
Targeted intervention (such as the use of NELI) ensures improvement in language development and vocabulary so that all pupils can access the curriculum.	Pupils in Reception are assessed and close gaps in vocabulary through intervention programme. Pupils are articulate and speak confidently about school life. The curriculum offers a broad range of experiences.
Those on SEND register make strong progress from starting points. Support from SEND partners ensures they receive quality provision/support which is closely monitored.	Pupils reach the individual targets set for them. Pupils have access to specialist services and interventions to support their learning.

	Provision mapping evidences the support, and assessment demonstrates progress.
Experiences for Pupil Premium children will be enhanced through a rich and varied curriculum including extra-curricular subsidised by the Pupil Premium Grant to ensure equality of access. All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers	Pupils experience a well-rounded curriculum which equips them for next steps in education, modern life and promotes their well-being. Pupils are confident and talk with passion about their school life and are positive about themselves and their learning. Book scrutiny demonstrates pupils' progress and understanding.
All Pupil Premium pupils to achieve an attendance above 96% at the end of the academic year	Pupil premium attendance improves as a result of targeted intervention. Gap between PP and non-PP narrows.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils with continued focus on reading, writing and maths. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. Subject Leaders have time to monitor effectiveness of this and provide challenge.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 4
Improve writing skills as part of school improvement plan which focuses on further embedding writing pedagogy. Resources to support SPAG English leader to receive CPD from Somerset Literacy Network, Collaboration and English Hub. All staff to receive writing CPD and all new staff receive RWInc. training and support. Subject Leaders have non-contact time to monitor effectiveness including PP progress. SLN training for teachers on writing & SPAG Training for English lead	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 4
Curriculum design with a Foundation subjects focus on subject specific vocabulary, ensuring it is clear in the curriculum implementation. Texts are	Research shows that by the age of seven, the gap for vocabulary between pupil premium pupils and their peers can be as many as 3,000 words. By improving pupils' knowledge and understanding of words,	1, 4

used across the curriculum, not just in reading lessons.	comprehension of more complex texts becomes possible and writing becomes richer.	
Identifying precise needs of individual pupils and cohorts through targeted assessment	Use of Sandwell Early Numeracy Test (KS2-3) 8-14 to identify precise gaps in mathematical knowledge to address. EEF Diagnostic assessment – Evidence insights Purchase of Termly assessment materials for diagnostic cohort & individual approach in Maths, Reading and Spelling and Grammar using PIRA, PUMA and GAPS	1, 2, 4

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

Budgeted cost: £ 6350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned catch-up and keep up sessions in phonics and reading for identified pupils (RWInc, Words First) support all PP children to make good progress in reading Staff CPD at delivering these sessions and monitor impact using RWInc Training Programme). Small group and 1-2-1 tuition external tutor aimed at supporting pupils making expectation in reading, writing and maths at the end of each Key Stage 2 year group including Year 6 SATS.	Targeted interventions matched to specific children with particular needs and linking structured one-to-one / small group intervention to classroom teaching is an effective component of Pupil Premium strategies. EEF + 5 months progress (Phonics) EEF + 4 months progress (small group) EEF +6 months progress (1-2-1 tuition) EEF Toolkit says “Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” Therefore, we will keep group size small usually 4 pupils and other criteria detailed by EEF.	1
Provide small group interventions for children where language acquisition is not on track. (NELI) (Assessment of pupils in Reception class with intervention starting Spring 1)	Early Language Development (2017) published by Public Health and the EEF identified the NELI programme as significantly enhancing pupils’ language acquisition skills. This programme is also being funded and advocated by the DfE. Not used during academic year 2022/23 due to Reception cohort Not used during academic year 2023/2024 beyond initial assessments.	4
Provide 1:1 intervention for PLAC pupil using Words First and 1st Class @ Number	Programmes recommended by Dorset LA SEND specialist teacher for pupil where synthetic phonics is not appropriate. This has proved effective to enable pupil	1,2

	to access simple reading and sentence making, this approach continued into Y4 and additional pupil in Y3 currently receiving Words First.	
Ensure all disadvantaged pupils with SEND receive high quality teaching and interventions. Responsive on-going formative assessment takes place to ensure disadvantaged SEND pupils make strong progress. SENCO has access to appropriate training and non-contact time to monitor effectiveness of provision. Provision mapping is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.	One of the three key areas the EEF indicate schools should ensure are considered when supporting disadvantaged SEND pupils is that interventions should be high quality and rigorously assessed with clear links between the child's specific needs. Pupils need to be fit and ready to learn within the school and the wider community. Research indicates that addressing children's social, emotional and learning needs is a key step to improving academic outcomes for pupils. This is particularly the case for SEND pupils. We will work closely with SEND partners who are experts at supporting SEND pupils to get the best advice and where required school will seek private professionals to supplement this. Provision mapping completed 2024.	2, 3
Small group work and 1:1 support to social and emotional needs of specific pupils and training of staff to deliver this Interventions such as – TALKABOUT, ELSA Forest School, Lego therapy and informal ELSA type support to be run across the school. External support/provision for pupils needing more specialised support	ELSA support has been a highly effective and essential approach to supporting pupils Social and Emotional support - EEF + 5 months progress	3

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

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve home learning support for pupil premium students and their families so their participation is high of good quality. Using digital resources and providing learning packs for topics to support home-learning Developing relationships with parents by providing individual/group to support parents with home learning. Check-in support for those involved in home-learning.	Developing relationships with parents by providing individual/group to support parents with home learning. In recent pupil interviews with link governor and HT (DEC 21). PP children said they wanted more help with their homework and some found home learning harder. EEF toolkit +4 months (parent involvement)	1, 4
Support for PP children to take an active part in whole-school life and provide wow experiences to inspire them Extra –curricular opportunities actively promoted and teaching staff mentor PP children to take up sporting and arts activities Financial Support (where required) for residential trips, external trips, swimming and in-school workshops. Financial support for Breakfast club attendance	On individual basis provide financial support to be involved in whole-school life e.g., support to be involved in residential and extra-curricular activities. Inspiration visitors to school. Uniform support and transport costs to ensure pupils attend regular EEF toolkit +3 months (Arts participation) EEF toolkit +1 month (sports participation)	1, 5

Support PP pupils and families effectively so that every child is the best they can be. Encourage regular attendance, follow up on issues and concerns. Monitor attendance data to identify trends – implement support for pupils with absence patterns. Work with Early Help services to support families and pupils where needed and offer in-school parenting support such as homework clubs and learning workshops	Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. Parental engagement – EEF 4 + months Provision of Parental support TA role has provided effective liaison with Early help for family of Y2 pupil and signposting to support.	6, 7
Contingency fund for acute issues.	Based on suggested good practice we've set aside a small amount of funding to response quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 15,050

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 2023 to 2024 academic year.

During 2023 to 2024 academic year, all pupils were teacher assessed each term informed by standardised tests using PIRA and PUMA Assessments (for Reading and maths). Writing was assessed by teachers. Pupils in EYFS were teacher assessed.

EYFS Summer 2024		
	Pupils eligible for PP (0)	Pupils not eligible for PP (5)
% achieving good level of development	0/0 0%	3/5 60%
% achieving literacy GLD standard	0/0 0%	4/5 80%
% achieving maths GLD standard	0/0 0%	4/5 80%

Year 1 Phonics 2024		
	Pupils eligible for PP (1)	Pupils not eligible for PP (13)
% achieving Y1 Phonics level	0/1 0%	10/13 77%

Year 2 Phonics retake 2023		
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	Pupils eligible for PP (2)	Pupils not eligible for PP (14) (2023) (16) 2024
% achieving Y1 Phonics level	1/2 50%	(/12) %
% achieving Y1 phonics level by end of Y2	1/2 50%	(/14) %

Summer 2024 Maths Times table check

	Pupils eligible for PP (3)	Pupils not eligible for PP (13)
% achieving scoring 20+	2/4 67%	12/13 92%

Summer 2024 Teacher Assessment at Year 2

	Pupils eligible for PP (2)	Pupils not eligible for PP (14)
% achieving expected reading standard	0/2 0%	9/14 64%
% achieving expected writing standard	0/2 0%	8/14 57%
% achieving expected maths standard	1/2 50%	11/14 78%

Summer 2023 Teacher Assessment at Year 6

	Pupils eligible for PP (0)	Pupils not eligible for PP (16)
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% achieving expected reading standard	0/0 0%	13/16 83%
% achieving expected writing standard	0/0 0%	9/16 56%
% achieving expected maths standard	0/0 0%	11/16 69%
% achieving expected RWM standard	0/0 0%	8/16 50%

No pupil premium in Y6 in 2024

As numbers of pupils are small, the school is developing case studies for a number of the pupil pupils to show impact of our strategy and how we are doing against our objectives.

Attendance

December 2024 showed strong attendance with 11/15 73% pupils in receipt of pupil premiums with 95+% attendance; 12/15 (80%) with 90+% attendance and three pupils with <90%.

Overall PP attendance is (-0.3%) down on rest of school population but +2.9% on FFT National comparison for Pupil premium pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc. Phonics	Read, Write, Inc. Phonics – Ruth Miskin
Accelerated Reader	Renaissance