

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 pupils.

It outlines our pupil premium/recovery 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	Broad Square Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	167 (40.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	Charlotte Foden, Headteacher
Pupil premium lead	Charlotte Foden, Headteacher
Governor / Trustee lead	Jean Sloan, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,550
Recovery premium funding allocation this academic year	£13,986
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	£239,536

Part A: Pupil premium strategy plan

Statement of intent

At Broad Square Primary School, we passionately believe that no child should be left behind. Our school is fully inclusive, offering all of our children the best education we can provide through a mastery approach, in order for all pupils to have the potential to achieve in line with the national expected standard or above.

CPD is a key element of our strategy, providing all our staff with up to date training in order to support them to continuously evaluate their practice and adapt to children's needs. Their ability to adapt planning and teaching in every lesson is a result of the staff's subject knowledge, which has been enhanced through targeted CPD. Through quality first teaching and specifically chosen, timely interventions, children are taught in rapidly-building, small steps. Targeted questioning allows all children to participate and teaching assistant support allows for same day as well as catch up intervention.

Ultimately, our ambition is for disadvantaged pupils to attain in line with non-disadvantaged. Due to adverse childhood experiences that many of our children have faced, including bereavement and poverty, some children demonstrate a difficulty in being ready to learn. Our PP strategy includes CPD for staff on becoming trauma-aware, as the building of trusting relationships is key to unlocking pupils' potential in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	High numbers of children that have experienced Adverse Childhood Experiences leading to barriers to learning, limiting pupil progress.
2	Very poor language/communication skills from early starting points due to limited life experiences outside school
3	Children's lack of wider experiences impacts on their knowledge and understanding of the world and the wider curriculum.
4	Emotional wellbeing impacts on their progress e.g. due to poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations.
5	Poor attendance, punctuality rates and high persistent absence rates impact on progress and attainment.

6	Families in need of support through pastoral care including parent workshops, support through EHATs, advice and signposting and support through discussion and coffee mornings.
7	Covid 19 pandemic has impacted on mental health and wellbeing and also catch up is required, particularly for those already lower than 'expected'. Blended learning posed huge challenges for some families, particularly those with younger and multiple children, those working or those that were unable to support children for other reasons. This impacted on progress during national lockdowns and bubble closures and was significant. It has also posed a challenge amongst some children who lack resilience, stamina for full working days and the desire to do their best.

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
Accelerated progress made for pupils in order to begin to close the attainment gap in R, W and M	<p>The attainment gap between PP and Non-PP is narrowed in R, W and M.</p> <p>Pupils make accelerated progress from their relative starting points in R, W and M.</p>
Improved pupil progress and attainment for EYFS pupils, particularly in CLL and PSED	<p>PP Pupils make at least good progress and an increasing percentage achieve a GLD at the end of Reception. A higher proportion of EYFS pupils exceed expectations by the end of Reception.</p>
Improved behaviour and emotional wellbeing for challenging and vulnerable pupils, particularly those that have experienced ACEs.	<p>Pupils with PP attain in line with non-PP over time, narrowing the attainment gap in R, W and M.</p> <p>The % of PP pupils attaining GDS increases.</p> <p>Behaviour is outstanding and pupils take responsibility for their own actions, reflecting on their behaviour and taking responsibility for it.</p>
Improved attendance and punctuality for PP and all pupils	<p>All children that are well enough to do so, attend school.</p>
Reduction in PA for PP group	<p>All parents understand the importance of their child attending school and are held</p>

	<p>to account where there are underlying patterns and issues.</p> <p>Attendance is in line with national where possible</p> <p>Reduced number of lates recorded</p> <p>Reduced number of persistent absentees</p> <p>Support in place or signposted to for parents' wellbeing where this is a barrier to attendance of their children.</p>
<p>Parental involvement is improved with more parental learning opportunities. Pupils see their parents as a vital part of their schooling.</p>	<p>Parents of PP pupils attend parent workshops, open mornings and parents' evenings.</p> <p>Parents of PP pupils are more able to support their children effectively at home</p>
<p>Families are supported to talk through any issues that have arisen due to the pandemic or any other issues they need support with, including access to mental health support.</p>	<p>School is aware of issues and has offered support or signposted to support so that pupils are in school and learning wherever possible.</p> <p>The website offers pastoral support to families by signposting them to agencies.</p>

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: £ 36,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of Evidence Me to ensure effective observations of learning are taking place for all children across all areas of learning. Staff will be able to identify where children are excelling and where they need to provide extra support and will have an evidence base to show progress. This will be shared with parents and carers to further enhance their involvement in pupils' progress.</p>	<p>Effective assessment of pupils enables staff to plan for their needs precisely. Evidence in terms of outstanding settings using systems like Evidence Me highly effectively to raise standards.</p>	<p>1,2,7</p>
<p>Continue to improve and develop continuous provision for all pupils through CPD for EYFS and Y1 staff. Improve transition to Y1 as a result. Purchase further resources to strengthen curriculum offer and develop classrooms for EYFS and Y1 children.</p> <p>Further Develop the senior and middle leaders knowledge of the EYFS curriculum and continuous provision – CPD from SIL and within the networks</p>	<p>Continuous provision is necessary to ensure that all children benefit from the full EYFS curriculum in an enabling environment, both inside and outside. To narrow the gap between boys and girls, effective outdoor provision is crucial.</p> <p>Y1 to be seen as a continuation from EYFS, using outdoors as a learning space and providing NC through continuous style provision.</p> <p>Phonic knowledge acquisition through the scheme Monster Phonics begins in EYFS – the new scheme of reading books will be purchased so that children can reinforce their phonic knowledge at home and at school.</p>	<p>1,2,7</p>

<p>Access training from Ready, Steady Write.</p> <p>Release teachers to attend CPD at Writing On The Wall and Ready, Steady Write as well as Monster Phonics.</p> <p>Release teachers to attend network training and moderation sessions with local schools.</p> <p>Provide in house CPD for staff to begin to embed approaches to writing.</p> <p>Begin the Writing Quality Mark and renew the Reading Quality Mark</p> <p>Use Grammasaurus for teachers to provide model texts and grammar activities.</p> <p>Purchase Phonics Tracker for all children.</p> <p>Purchase Monster Phonics and access training for staff and information sessions for parents. Continue to resource accordingly.</p> <p>Purchase Maths Scheme – Power Maths, as recommended by the DfE and organise an INSET training session</p>	<p>Experts in their field inspire staff to research and trial approaches to teaching English and mathematics in order to continually improve provision for all children.</p> <p>The use of resources such as Testbase and Grammasaurus help adults to provide children with a wide range of question formats that will help them reason and develop resilience, skills and knowledge in each subject area.</p> <p>EEF research states:</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and</p>	<p>1,2,7</p>
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	spelling, which should also be taught explicitly.	
Continue to develop and expand the library provision so that children can regularly borrow and change books.	Reading for pleasure is vital for pupils' reading development and wider cultural capital. Building a love for reading within all children supports children to succeed in all subjects over the long term and become successful adults in later life.	1,2,3,7
<p>Continue the Embedding Mastery stage with North West 3 Maths Hub Teacher Research Group to ensure that teachers' subject knowledge on the mastery approach to teaching mathematics is sound.</p> <p>Teachers to engage in research with other professionals to consider what makes the difference to progress in terms of lesson design within a maths mastery model across all key stages.</p> <p>Teachers to access a range of Greater Depth resources and aspire to enabling all children to access these in every lesson where knowledge is advanced as a result of their teaching.</p> <p>Release staff to be part of the TRG for Mastering Number and for the KS2 Maths Leader to train to become a maths specialist.</p> <p>Renew SLA for Times Tables Rock Stars for KS2 for daily practise of x tables in order to underpin fluency.</p>	Research demonstrates a clear link between the depth of staff subject knowledge and knowledge of pedagogy and their confidence in and ability to design lessons which support all children to make next steps progress.	1,7 Addressing quality first teaching for all children
CPD based around being a trauma informed school. Work with Dr. Jenny Knock and the Virtual School for Liverpool to become a centre for excellence for using a trauma informed	Research shows that children who have experienced trauma through ACEs have difficulties in being able to regulate their behaviour. The therapy options we have put in place provide safe spaces for children to interact	1,4,7

<p>approach to behaviour and relationships policy.</p>	<p>with professionals and talk through their experiences as well as develop coping strategies which will enable them to learn.</p> <p>See the Timpson Report:</p> <p>(DfE 2019: Timpson Review of School Exclusion: OGL: E. Timpson May 2019)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily phonics intervention from TAs for pupils in Y1, Y2 and Y3 .</p> <p>Daily phonics and speech and language support in small group for children working way below expected standard with a qualified teacher and TA.</p>	<p>All TAs are trained to ensure their effectiveness. They know the children`s specific needs and support is targeted on those needs.</p> <p>EEF guidance (T&L toolkit) identifies (based on extensive evidence) oral language and phonics interventions as very high impact representing value for money</p>	<p>1,2,7</p>
<p>Talk Boost programme to be delivered to Y1 pupils 3x per week x 30 mins per session by two trained teaching assistants</p>	<p>As above</p>	<p>2</p>
<p>Number stacks delivered to children as an intervention</p>		<p>1,7</p>

Booster sessions in small groups for Y6 pupils with an experienced teacher using NTP.	Targeted, small groups sessions to support pupils to close gaps in learning and understanding in reading, writing and maths	1,7
Additional Support for Y6 for targeted intervention through HLTA based full time in year 6.	Immediate feedback (designated as high impact / low cost strategy – EEF Toolkit) enables pupils to improve their work at the point of learning. Teaching in smaller groups gives each child more opportunity for feedback.	1,7
Each class to have a full time teaching assistant for targeted support for groups and individuals. Additional intervention from HLTAs across the school for same day intervention where possible.	TA support enables additional support for individuals or groups at the point of QFT or immediately following on from QFT in the classroom. . Pupils know the adult and the adult is consistent, enabling them to have a clear understanding of their children and the next steps they need to take.	1,2,4,7

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide writing, reading and maths sessions for parents.	Parents working in partnership with the school supports children to have positive attitudes towards learning and	1,6

	builds a trusting relationship between home and school.	
Provide online parental learning opportunities alongside Clubmoor Surestart e.g. Incredible Years/Financial/Computing/Cooking etc	Bringing parents into school for learning opportunities improves the relationship they have with school as well as improving their knowledge and skills as appropriate to the course attended. Whilst this is not possible, online learning is an option for keeping the momentum.	Potential for impact 1-7
Subsidised school field studies alongside expert speakers. Subsidised residential visits. Additional bought in support from consultants to support the careful implementation of the curriculum alongside the curriculum leader and additional leadership time to monitor and ensure equality of access for all pupils	All pupils learn best from prior experience and research shows that knowledge and skills can be developed further when there is a real life experience on which to base their understanding.	3
For a pastoral support lead to work alongside pupils and parents and make referrals to Seedlings, YPAS, provide drawing and talking therapy and support from the Trailblazer project. Access materials from Positive Footprints and from The Happy Centred School Programme Counselling sessions for children Wellbeing sessions	Many of our pupils need support with their mental health and emotional wellbeing. This is a barrier to learning and can cause low level disruptive behaviour which impacts on their learning and that of the class. Research shows that children who have	4

	<p>experienced trauma through ACEs have difficulties in being able to regulate their behaviour. The therapy options we have put in place provide safe spaces for children to interact with professionals and talk through their experiences as well as develop coping strategies which will enable them to learn.</p>	
<p>Carefully monitor and analyse attendance and punctuality, make home visits, ensure safeguarding procedures are followed daily. Issue fines to parents. Attend parents' evening meetings and hold coffee mornings to educate parents.</p> <p>Provide and publicise incentives for excellent attendance to parents and pupils.</p>	<p>Disadvantaged pupils have the highest % of persistent absenteeism compared to other groups. Highest attendance equals better learning opportunities and progress.</p>	1,5,6

Total budgeted cost: £ 254,550

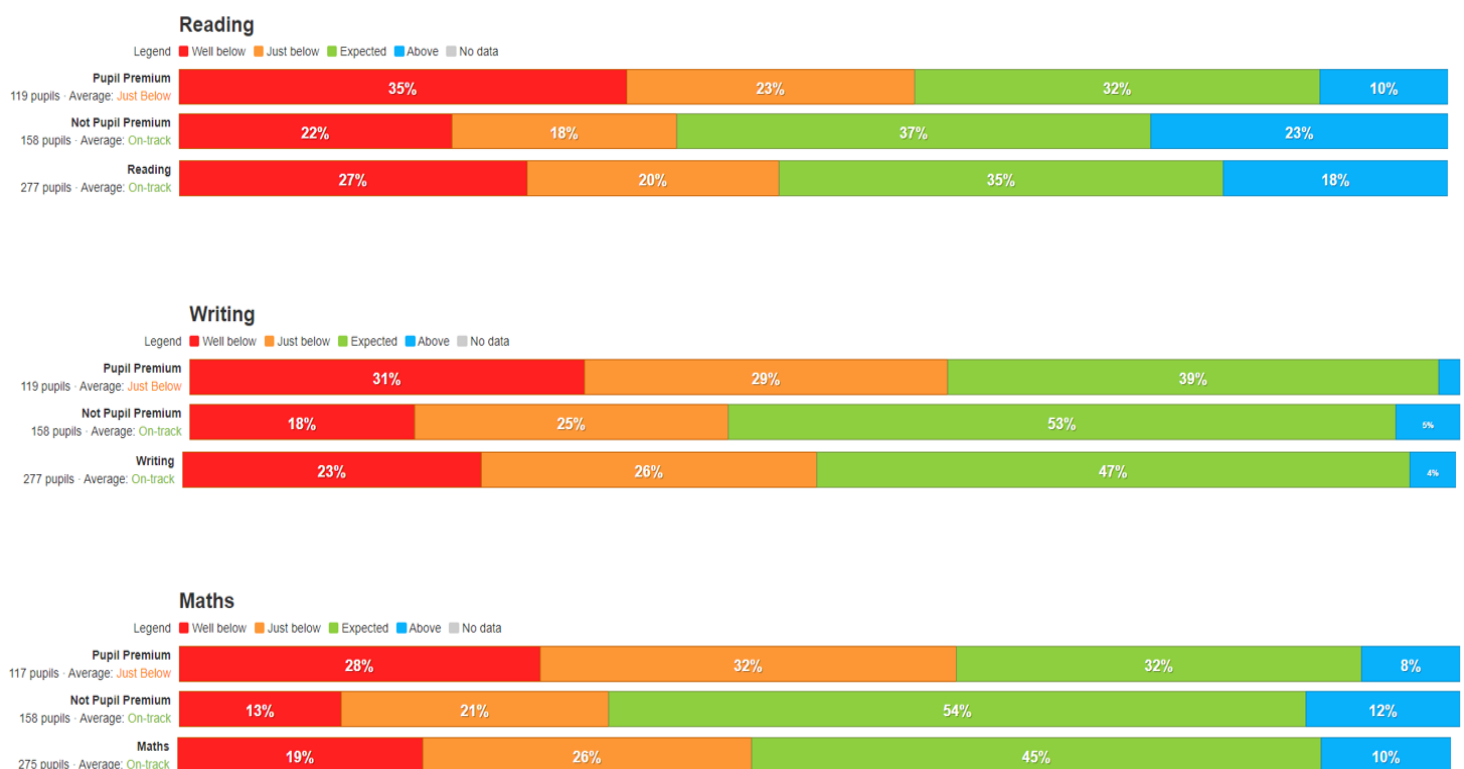
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The table below gives details of all year groups PP vs Non-PPVs all.

Comparative data July 2021-2022 - Pupil Premium



CPD was and is an essential element of the catch up strategy, to support teachers and teaching assistants to focus on the essential knowledge across all subjects. School Improvement Liverpool catch up materials and training have been used by HLTAs and TAs to focus in on areas that have been missed or needed covering in further depth.

Happy Centred Schools training allowed all staff to support children with coping strategies and regulating their emotional responses during a very challenging year.

HLTA appointments have helped to make home learning for individual isolators run smoothly. They have also used the SIL catch up materials and completed same-day intervention, as well as longer-term intervention, with individuals and groups across key stages.

A comprehensive programme of in-house CPD has been well received and staff effectively took on board ways in which they could assess whether children were ready to progress formatively and summatively at the end of the summer.

A series of transition meetings were held to benchmark pupil progress and identify trends to inform action.

The data shows us:

- Maths is an area for improvement, with lower levels of children 'ready to progress' across the school
- Nursery, Reception and Year 4 are outliers with lower levels of children identified as 'ready to progress' for Reading
- Emerging research shows that younger children's academic profiles have been affected more significantly, see further information here: [Best evidence on impact of Covid-19 on pupil attainment | Education Endowment Foundation | EEF](#)
- Writing data has also been adjusted based on a national sample, thanks to our Comparative Judgement through 'No More Marking', there is some useful information here: [The No More Marking Blog](#)

Curriculum priorities were identified:

- *Reading*: Phonics remains a priority, use of expression, developing inference skills,
- *Writing*: Punctuation, use of tenses, non-fiction writing, writing stamina
- *Maths*: Basic number skills, fractions, shape, measure, times tables
- *PSED in EYFS*: Children struggling to regulate their emotions, focus on effective transition to Year 1
- *Foundation subjects*: Map out provision from lockdown, ensuring opportunities for revisiting next year

See also Catch-up Premium Plan evaluation

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
Comparative Judgement	No More Marking
Monster Phonics	Monster Phonics
Read to Write	Literacy Counts
Grammarsaurus	Grammarsaurus
Art/Computing	Kapow
Positive Footprints	Positive Footprints
Happy Centred Schools	Laughology
Jigsaw PSHE	Jigsaw
Numberstacks	NumberStacks
Talk Boost	I Can
Provision Map	TES
CPOMS	CPOMS
Times Table Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service PP allocation was spent in the same way as all other PP allocation was spent. See above.
What was the impact of that spending on service pupil premium eligible pupils?	The impact was in line with the evaluations above.

Further information (optional)

The school pupil premium / recovery funding spending strategy is firmly embedded in the whole school focus on Quality First teaching and an Equal Opportunities agenda which strives for excellent outcomes for all children.