

Pupil premium strategy statement – Broomhill Infant School

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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| School Name | Broomhill Infant School Sheffield |
| Number of pupils in school | 112 |
| Proportion (%) of pupil premium eligible pupils | 17/112 = 15% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2 years 2023-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | J Barnes, Headteacher |
| Pupil premium lead | J Barnes, Headteacher |
| Governor lead | C Steenbrugge, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|-----------------------------|
| Pupil premium funding allocation this academic year | £ 17,460 + £10,120 (CLA) |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £ 2,320 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ 0 |
| Total budget for this academic year | £ 29,900 |

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

This strategy is part of our School Culture and weaves into our School Improvement Plan.

Here at Broomhill Infant School, we are a family. We all look after each other and we encourage the pupils to dream big dreams. We listen to our pupils and provide extra-curricular activities and enrichment opportunities which help cement their learning and helps them fulfil their dreams and ambitions. We value the relationships we have with all stakeholders.

We are ambitious for ALL pupils, including SEND and our disadvantaged pupils, to achieve in line with their peers; both academically and also in their personal development so that each and every child becomes personally, emotionally, socially and physically effective to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed choices and decisions throughout their lives. Our intention is that pupils make good or better progress, achieve high attainment across all subject areas and can articulate their learning. In short, our aim is that pupils can do more, know more and can remember more and are ready for life outside of school.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the gap for the disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

To ensure that the approaches we have adopted are effective we will:

- Ensure disadvantaged pupils' (and all pupils) are challenged in the work they're set.
- Ensure that disadvantaged pupils' (and all pupils) needs are met.
- Adapt the environment to ensure that all pupils get the curriculum offer they deserve.
- Act early and intervene at the point the need is identified.
- Make inclusivity part of our culture.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' (and all pupils') outcomes and raise expectations of what they can achieve (growth mindset).
- Improve the attainment of our vulnerable children and review these children at termly pupil progress meetings.

- Provide quality CPD for all teaching staff to maintain exceptional teaching.
- Provide financial support to vulnerable groups to ensure that they can access the wider curriculum, for example school visits, wrap around care (breakfast club and after school club).
- Work closely with our parents.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A lack of resources means that many of our families cannot give their children the enrichment opportunities they deserve and need. |
| 2 | The long-term impact of Covid means that many of our children still have social, emotional and self-regulation issues that will affect their ability to be a well-rounded citizen and to live a fulfilled life in the future. This also impacts on their attainment. |
| 3 | Narrow the attainment gap between our disadvantaged and non-disadvantaged pupils. |
| 4 | Build up resilience and perseverance amongst the pupils. |
| 5 | High mobility and EAL. Approximately one third of our pupils arrive at Broomhill with little or no English. |
| 6 | To improve attendance, particularly our persistent absence and children who are consistently late. This impacts on their attainment. |
| 7 | To ensure that live marking is effective in that the children receive feedback at the point of learning and that work is edited within the lesson and mistakes not repeated. |
| 8 | To have consistency in the retention of key knowledge across all subjects. |
| 9 | We have more children with high needs than in previous years. |

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 |
|---|---|
| <p>To provide and maintain an exceptional quality of education and to increase the attainment of disadvantaged pupils across all year groups and thereby narrow the gap between the disadvantaged and others.</p> | <p>Quality First Teaching enables all PP children to make at least good progress from their individual starting point.</p> <p>Accurate assessment, triangulation of data will lead to targeted interventions as discussed at Pupil Progress Meetings.</p> <p>Targeted interventions for both academic and personal and social will support positive progress and wellbeing for all pupils.</p> <p>The learning environment is appropriately designed to support learners to develop independence. Learning is planned to enable all children to make good progress with appropriate scaffolding and challenge to meet needs.</p> <p>Live marking and therefore feedback in the lesson, is used effectively to support progress (oral and written). Meta-cognition strategies which get pupils to think about their own learning is valued.</p> <p>Forest School and assemblies continue to be an integral part of our curriculum offer.</p> <p>All staff have high expectations of every child. Attainment outcomes in 2025/2026 will show that an increased percentage of disadvantaged pupils met the expected standard. Zimmerman states that a successful self-regulated learner is:</p> <p><i>A learner who is proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals</i></p> |

and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behaviour in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.'

Data will show the attainment gap closing.

Improving social and emotional mental health for all pupils, particularly our disadvantaged pupils.

Observations and behaviour across school will indicate significantly improved social and emotional mental health amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, sharing and turn-taking, confidence, book scrutiny, chatting with pupils and ongoing formative assessment. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.

To use an example to make the cycle more concrete, imagine a learner, John, is set a maths question to answer:

Outcomes will improve as a result.

To sustain exceptional opportunities that will give the pupils the best chance of becoming a well-rounded citizen.

More of our disadvantaged children will take up the offer of in-school extra-curricular activities to enrich their lives and are encouraged to take part e.g. sport, music.

| | |
|--|--|
| | <p>More of our disadvantaged children will take up the offer of wrap around care to support their families.</p> <p>Children's interests will be harvested in the pupil questionnaires and fed back in to extra-curricular activities.</p> <p>All disadvantaged children are supported to attend trips and visits which enrich the school curriculum and add to their cultural capital and overall school life.</p> |
| <p>Building up resilience and encouraging perseverance within our pupils.</p> | <p>Staff will help to build positive relationships and connectedness.</p> <p>Staff will enable pupils to engage with emotional regulation strategies.</p> <p>The importance of health and well-being will be taught.</p> <p>Problem-solving skills will be developed.</p> <p>A culture of growth mind set is encouraged.</p> <p>Gratitude will be modelled.</p> |
| <p>Increase the support for our EAL pupils so that they can make accelerated progress.</p> | <p>Provide CPD for staff around EAL.</p> <p>Work closely with the EAL New Arrivals Team.</p> <p>Buy in to Clicker to support writing.</p> |
| <p>For the attendance to increase to 95% and subsequently to meet the national average (96%).</p> <p>Also, to decrease the persistent absence still further.</p> | <p>Attendance will be monitored rigorously, with weekly monitoring meetings.</p> <p>Attendance remains everyone's responsibility.</p> <p>Admin staff to follow procedures in the first instance and call on the first day of absence, following up on the third day.</p> |

| | |
|--|--|
| | <p>Teaching staff will keep the headteacher and office admin staff informed if a pupil has been absent for more than 3 days.</p> <p>Pupil voice continues to be captured via the register upon return to school from a period of absence.</p> <p>The headteacher will conduct a home visit if school has received a message or call from the parents of the absent pupil.</p> <p>Patterns in attendance will be analysed and actions put in place to help attendance improve.</p> <p>Our Broomhill ambassadors continue in their pastoral role and promote the pupil voice.</p> <p>To ensure that there is open communication as well as a supportive approach to improving attendance. Expectations will be raised.</p> <p>The Headteacher will continue to have half-termly meetings with the LA Attendance Officer and attend network meetings.</p> |
| <p>Consistency in the retention of key knowledge across all subjects.</p> | <p>SLT will work on strategies to improve retention and recall across every subject.</p> <p>Pupils will be consistent in remembering the learning that has been taught across every subject.</p> |
| <p>To ensure a high-quality offer for our high needs and disadvantaged pupils.</p> | <p>Pupils in The Burton Hub will have an enhanced curriculum offer and will have a qualified teacher to do their learning with them to ensure Quality First Teaching.</p> <p>Pupils in The Burton Hub will be taught phonics every day.</p> <p>Pupils in The Burton Hub will re-integrate with their peers every</p> |

| | |
|--|--|
| | afternoon for social interaction and well-being. |
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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: £11,469

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------|--|-------------------------------|
| Maths | To continue to make exceptional progress in maths. To continue to teach at the point of need. | 2, 3, 4, 5, 6, 7, 8,9 |
| English | To make the best possible progress in writing. Send the writing lead to an English Hub open day. SLT to visit other schools with exceptional handwriting. Adopt a rigorous and consistent approach to handwriting. To meet with and speak to other writing leads to ascertain how writing has been stripped back and what this looks like across school. To review our approach to spelling with SLT and roll out a whole school approach. All staff to foster high expectations in writing. | 2, 3, 4, 5, 6, 7, 8, 9 |
| Pupil Progress Meetings | Two factors that have the strongest evidence to support the hypothesis that they will improve pupil attainment are: <ul style="list-style-type: none"> • teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions • quality of instruction, which includes using strategies like effective questioning and the use of retention and recall strategies. | 2, 3, 4, 5, 6, 7, 8, 9 |

High Quality offer for ALL pupils.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS
Summary of recommendations

1,2,3,4,5,6,7,8,9

| | | | | |
|---|--|---|---|--|
| <p>1</p> <p>Create a positive and supportive environment for all pupils, without exception</p> | <p>2</p> <p>Build an ongoing, holistic understanding of your pupils and their needs</p> | <p>3</p> <p>Ensure all pupils have access to high quality teaching</p> | <p>4</p> <p>Complement high quality teaching with carefully selected, small-group and one-to-one interventions</p> | <p>5</p> <p>Work effectively with teaching assistants</p> |
|---|--|---|---|--|

Report published 20th March 2020 eef.li/send

CPD for trauma informed



IMPROVING BEHAVIOUR IN SCHOOLS
Summary of recommendations

1,2,3,4,5,6,7,8,9

Sections are colour coded for ease of reference:

| | | | | |
|--|--|--|--|--|
| <p>1</p> <p>Know and understand your pupils and their differences</p> | <p>2</p> <p>Teach learning behaviours alongside managing misbehaviour</p> | <p>3</p> <p>Use classroom management strategies to support good classroom behaviour</p> | <p>4</p> <p>Use simple approaches as part of your regular routine</p> | <p>5</p> <p>Use targeted approaches to meet the needs of individuals in your school</p> |
|--|--|--|--|--|

Report Published 7th June 2019 eef.li/behaviour

CPD for emotional coaching



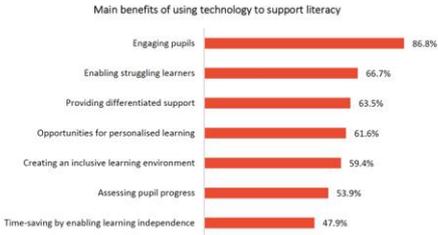
IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS
Summary of recommendations

1,2,3,4,5,6,7,8,9

| | | | | | |
|--|---|--|--|---|--|
| <p>1</p> <p>Teach SEL skills explicitly</p> | <p>2</p> <p>Integrate and model SEL skills through everyday teaching</p> | <p>3</p> <p>Plan carefully for adopting a SEL programme</p> | <p>4</p> <p>Use a SAFE curriculum: Sequential, Active, Focused and Explicit</p> | <p>5</p> <p>Reinforce SEL skills through whole-school ethos and activities</p> | <p>6</p> <p>Plan, support, and monitor SEL implementation</p> |
|--|---|--|--|---|--|

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

Budgeted cost: £9,431

| Activity | Evidence that supports this approach | Challenge number(s) addressed | | | | | | | | | | | | | | | | |
|---|---|-------------------------------|------------|-----------------|-------|------------------------------|-------|----------------------------------|-------|---|-------|--|-------|--------------------------|-------|---|-------|-----------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 2,3,4,5,6,7,8,9 | | | | | | | | | | | | | | | | |
| Purchase of a handwriting scheme to improve quality of handwriting and presentation. | <p>Time for SLT to research different schemes and visit different settings to look at the impact of schemes. Ultimately to purchase a new scheme and train staff.</p> | 2,3,4,5,6,7,8,9 | | | | | | | | | | | | | | | | |
| Purchase of Clicker to improve sentence structure and assist with EAL children. | <p><i>Teachers' use of technology to support literacy</i></p> <p>The National Literacy Trust published a report exploring teachers' use of technology to support literacy in the classroom. The survey received 219 responses from 166 schools.</p> <p>The participants highlighted the key ways that they felt technology could positively impact on children's literacy learning:</p>  <table border="1"> <caption>Main benefits of using technology to support literacy</caption> <thead> <tr> <th>Benefit</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Engaging pupils</td> <td>86.8%</td> </tr> <tr> <td>Enabling struggling learners</td> <td>66.7%</td> </tr> <tr> <td>Providing differentiated support</td> <td>63.5%</td> </tr> <tr> <td>Opportunities for personalised learning</td> <td>61.6%</td> </tr> <tr> <td>Creating an inclusive learning environment</td> <td>59.4%</td> </tr> <tr> <td>Assessing pupil progress</td> <td>53.9%</td> </tr> <tr> <td>Time-saving by enabling learning independence</td> <td>47.9%</td> </tr> </tbody> </table> | Benefit | Percentage | Engaging pupils | 86.8% | Enabling struggling learners | 66.7% | Providing differentiated support | 63.5% | Opportunities for personalised learning | 61.6% | Creating an inclusive learning environment | 59.4% | Assessing pupil progress | 53.9% | Time-saving by enabling learning independence | 47.9% | 2,3,4,5,6,7,8,9 |
| Benefit | Percentage | | | | | | | | | | | | | | | | | |
| Engaging pupils | 86.8% | | | | | | | | | | | | | | | | | |
| Enabling struggling learners | 66.7% | | | | | | | | | | | | | | | | | |
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| Creating an inclusive learning environment | 59.4% | | | | | | | | | | | | | | | | | |
| Assessing pupil progress | 53.9% | | | | | | | | | | | | | | | | | |
| Time-saving by enabling learning independence | 47.9% | | | | | | | | | | | | | | | | | |

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

Budgeted cost: £ 9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Improved attendance, including lateness and PA |  <p>Volume 37, Issue 2 April 2015</p> <p>< Previous</p> <p>JOURNAL ARTICLE</p> <p>Daily, Monthly, Yearly Attendance Data Charts: Improved Attendance Equals Improved Achievement Scores Get access ></p> <p>Jamie Mahoney ✉</p> <p><i>Children & Schools</i>, Volume 37, Issue 2, April 2015, Pages 125–128, https://doi.org/10.1093/cs/cdv002</p> <p>Published: 02 February 2015 Article history ▾</p> <p>“ Cite Permissions Share ▾</p> <p>Extract</p> <p>Pellegrini (2007) stated, “School is one of the main social agencies contributing to the creating of the ‘citizen’; playing a paramount role in teaching essential skills to enable them to function in their environment” (p. 63). According to Altman and Meis (2012–2013), “Each year, 7.5 million or about 15% of K–12 students are absent from school for an entire month” (p. 319). Student attendance is pertinent to providing engaging and effective instruction enabling students to become productive citizens. Teachers cannot teach students who are not in attendance, and making up missed assignments is nearly impossible in the fast-paced and time-sensitive classrooms of today’s society. School absenteeism is detrimental to the students and to our society (Pellegrini, 2007). One day of missed instruction increases the gap between what has been learned and what has not been learned. As students continue to miss instructional time this gap widens and makes learning more difficult for students to catch up with their peers. Every instructional day counts. Every</p> | 3, 4, 5, 6, 8 |
| Providing a range of clubs, trips and visits, including visitors to school and residential. | <p>International Journal of Environmental & Science Education (2014). 9. 235-245</p>  <p>A Review of Research on School Field Trips and Their Value in Education</p> <p>Marc Behrendt <i>Ohio University</i></p> <p>Teresa Franklin <i>Ohio University</i></p> <p>Received 16 June 2013; Accepted 8 January 2014</p> <p>Doi: 10.12973/ijese.2014.213a</p> <p>The outcome of an experience depends on a person’s interests, motivation, life circumstances at that time, needs, and prior experiences and knowledge (Rennie, 2007). Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student’s knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation.</p> | 1, 2, 3, 4, 6, 8, 9 |
| Providing exceptional personal development | <p>EEF research indicates that, in order to support Personal, Emotional and Emotional Development, the following approaches are instrumental:</p> <ul style="list-style-type: none"> • Teaching awareness of emotions and feelings • Teaching and Modelling managing emotions and feelings • Teaching and modelling social communication • Teaching relationship skills | 2, 4 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Teaching how to sustain positive relationships • Promoting self-care • Teaching children to self-regulate | |
| <p>Working more closely with the Family Intervention Service to upskill parents.</p> | <div data-bbox="391 309 1193 450"> </div> <p data-bbox="416 501 1155 566">Being a parent is amazing but at times we all need practical help and advice. Our Parenting Team deliver a range of evidence based programmes. These are tried and tested programmes based on international research into what works for families and children!</p> <p data-bbox="416 591 1147 633">This booklet will provide information about the different services we can offer and how to book a place to attend.</p> <p data-bbox="416 660 1166 703">We all have busy lives and one size doesn't fit all so we have a range of options to suit every parent. Just a few small changes can make a big difference! These are the different services that we offer:</p> <div data-bbox="416 752 1161 943" style="border: 1px solid green; padding: 5px;"> <p data-bbox="751 763 844 786" style="text-align: center;">Seminars</p> <p data-bbox="427 797 798 927">This is for you if you are interested in general information about promoting your child's development. They are 90 minute talks to large groups on a number of different topics. We hope you will find it interesting and take away some ideas.</p> <p data-bbox="805 819 1133 884">To book a place on a seminar please follow this link and book Via Eventbrite: http://bit.ly/SheffParentHub</p> </div> <div data-bbox="416 965 1161 1189" style="border: 1px solid purple; padding: 5px;"> <p data-bbox="711 976 884 999" style="text-align: center;">Discussion Groups</p> <p data-bbox="427 1010 778 1093">The Triple P Discussion Group Series are 2 hour interactive sessions based on commonly encountered problems, which are delivered in small groups.</p> <p data-bbox="427 1095 778 1178">This is for you if you'd like a small discussion group session that looks at specific issues with some tailored advice and ideas to take away.</p> <p data-bbox="805 1028 1153 1115">Booking for Discussion Groups is essential. To book on to a place please follow this link and book Via Eventbrite: http://bit.ly/SheffParentHub</p> </div> <div data-bbox="416 1211 1161 1406" style="border: 1px solid orange; padding: 5px;"> <p data-bbox="663 1223 948 1245" style="text-align: center;">Group Parenting Programmes</p> <p data-bbox="427 1267 783 1395">A group Parenting Programme is for you if you are looking at the Discussion Group topics and think that 3 or more would be useful. Our Group programmes cover the full range of parenting strategies over 5 – 15 weeks depending on the programme.</p> <p data-bbox="805 1267 1094 1310">Booking or referral to a programme is essential.</p> <p data-bbox="805 1332 1150 1395">Please contact us to discuss it in more details on 0114 2057243 or email Sheffieldparenting@sheffield.gov.uk</p> </div> | |

Total budgeted cost: £ 29,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school made exceptional progress last academic year towards the objectives outlined in our strategy. School data shows that all children eligible for PP made significant progress last academic year and whilst the number of PP children reaching Age Related Expectations in Reading, Writing and Maths was lower than the rest of the cohort in each year group, clear progress could be demonstrated through teacher assessment, monitoring and formal assessments.

The school continues to use Tracker+ in conjunction with Pupil Progress meetings to thoroughly analyse data and address gaps in pupils' learning. This gets addressed through a combination of quality first teaching and targeted interventions. Good use of our National Tutoring Programme funding, meant that one of our teachers received specific training around interventions.

The long-term impact of the pandemic on the children is in terms of a lack of resilience and a lack of social and emotional intelligence. This has resulted in some of our most vulnerable children receiving help with emotional regulation and the staff receiving CPD for emotional coaching and trauma informed training.

Out of the 17 Pupil Premium children, two have complex and specific additional needs, which means that their end of year outcomes impact on the overall outcome for Pupil Premium children. We have also introduced Pen Profiles for our Pupil Premium children. These give a more detailed account of other barriers to learning that our Pupil Premium children may have. These factors have significantly impacted on the gap in attainment between Pupil Premium children and others.

Teachers will continue to work alongside the SENDCO and the leadership team to ensure that progress and well-being is monitored and timely interventions are put in place to support these children to be as successful as they can be in all aspects of school life. When judging the impact of our Pupil Premium Strategy by academic outcome, the following needs to be considered:

- We have a relatively low percentage of PP children in comparison to national average; therefore, it is important to look beyond the raw data. Many of our disadvantaged children have complex and varied needs.
- Where our disadvantaged pupils do not have SEND, they normally attain within the expected range or above in comparison to the national average however missed school time has been seen to negatively impact this group of children and is a targeted area for improvement.

- Disadvantaged pupils also show increased confidence & engagement in learning as a result of targeted interventions, greater levels of support, access to extra-curricular activities and our exceptional Forest School provision.
- Children leaving our school at the end of Y2 are ready for the next stage of their education in their Junior schools and for life outside school as a good citizen, who can interact with peers and self-regulate as appropriate.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------------------|---------------------------------|
| White Rose Maths | White Rose Education |
| Systematic Synthetic Phonics | Little Wandle |
| Get Set 4 PE | Arches School Sport Partnership |
| PSHE | Jigsaw |
| Music | Out of the Ark |
| RE | Sacre Syllabus |
| Developing Experts | Developing Experts Science |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Here at Broomhill, we like to give the children experiences that they will remember for a lifetime, such as our annual trip to the seaside and our annual trip to the pantomime, not to mention stepping back in time and visiting Manor Lodge and Mary Queen of Scots. These are all expensive trips which school heavily subsidises.

We invest heavily in the hub for our SEND children because we understand that every child is unique and deserves the best curriculum offer that we can give them.