

Pupil premium strategy statement

This statement details our school's use of Pupil Premium 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Brook Primary School
Number of pupils in school (Rec to Y6) 2022 / 2023	406
Number of pupils in school (Rec to Y6) 2023 / 2024	396
Number of pupils in school (Rec to Y6) 2024 / 2025	390
Proportion (%) of pupil premium eligible pupils 2022 / 2023	28%
Proportion (%) of pupil premium eligible pupils 2023 / 2024	28%
Proportion (%) of pupil premium eligible pupils 2024 / 2025	23%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024 December 2025
Statement authorised by	
Pupil premium lead	S Nicklin
Governor / Trustee lead	P Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,000
School-led Grant Funding	£ 7085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (2023-24)	£ 171,085

Part A: Pupil premium strategy plan

Statement of intent

At Brook Primary School, we have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential. Meeting the needs of all our children as individuals is central to our ethos.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Brook, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact. **Providing quality first teaching and meeting individual needs are central to the Brook Primary School's PP strategy.** This is in line with the EEF's recommended approach of using a range of strategies in the categories of 'Teaching, Targeted Academic Support and Wider Strategies.'

2023 - 2025

Early intervention in the EYFS and KS1 and supporting children to develop phonics skills - the basic foundation block for learning to read and write. This supports one of our school key priorities to address standards in Reading and this is particularly important for our more vulnerable children.

The Department for Education has provided ring-fenced grant funding directly to schools to support provision of school-led tutoring. The DFE states, *"Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit."*

This funding is continuing for the academic year 2023/24. As a school, this grant funding will support the delivery of additional teacher-led tuition opportunities for targeted children which will be delivered by staff the children know well, in addition to the staff knowing the children's individual needs and next steps in learning. Such interventions will support improving skills in both English and Maths, as well as continue with the COVID recovery process.

We have continued to ensure we are meeting the mental health needs of our pupils (COVID 19 has exacerbated this) and raising aspirations in parents. This is promoted through the provision of Nurture, access to Learning Mentor, family support work, attendance support in addition to promoting and leading adult education. This provision continues.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. No child is the same as another and all families are individual and at Brook Primary we do not generalise or stereotype, however the barriers to learning for some of our children include

Challenge number	Detail of challenge
1	Children have low self-esteem and a lack of belief and confidence in themselves. By raising self-esteem and confidence, children can succeed.
2	Low aspiration and low expectation. By demonstrating high expectations and aspirations for all learners, children can reach their full potential. High aspiration and future employment is part of the ethos for all at Brook Primary including our families.
3	Narrow life experiences. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspiration as well as developing a child's Cultural Capital.
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
5	Poor school experiences for families resulting in parents feeling unable to support children's education at home. Relationships are built with families to break down barriers and lack of trust in the 'school system.' Families are well supported through a range of strategies to encourage their child's education in the home

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. We have identified key desired outcomes and success criteria. These desired outcomes have been a priority for a number of years, as influencing and changing aspiration and values takes time and persistent determination. We are proud to show significant improvements towards our success criteria:

Intended outcome	Success criteria
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by assessment lead.</p>	<p>End of summer 2023 and 2024 data will show that 60 - 70% of disadvantaged children have made at least expected progress from the previous summer.</p> <p>End of summer data will also show that 10% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>All children have the opportunity to eat free breakfast in the classroom, in preparation for a full day of learning</p> <p>Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap).</p> <p>Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Learning Mentor / ELSA Trained TA / SENDCo and SLT identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Nurture, positive play, ELSA sessions with support staff.</p> <p>Whole School Mental Health and Well Being Strategy developed to show routes and signpost pupils and parents to support agencies and networks</p> <p>Pilot school for Reflexions (CAMHs) Mentoring programme to support children with emerging MH needs</p>

	<p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Improving basic skills within the EYFS and early reading in Y1</p>	<p>By the end of the EYFS, there are a reduced number of children still working within the 30 - 50-month developmental band. (from Sept 2023)</p> <p>By the end of the EYFS, there is a 10% increase in the % of children attaining a Good Level of Development on July 2023 data</p> <p>Children eligible for the Pupil Premium attain at least as well other children</p> <p>Children have a good level of language skills to support their acquisition of Phonics and early Literacy.</p> <p>Reading focused curriculum in Y1 to support reading fluency</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Focus curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW events which excite and enthuse children to learn across all subjects.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>Offer a wide range of after school clubs which are free for PP</p> <p>Language development from enriched experiences.</p> <p>We aim for all children to undertake at least 3 visits/experiences both inside and outside school per year.</p> <p>Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport</p>

	and competitions and The Arts such as theatrical experiences within and outside school.
<p>As a school we break down barriers and create healthy and positive relationships with our families</p> <p>Parents/families are more able to support children's education</p> <p>Parents/families are supported to develop skills in own education</p> <p>Parents/families are supported to provide positive parenting</p>	<p>Close and trusting relationships with adults supports parents to be informed and connected with their children's education.</p> <p>A comprehensive and flourishing adult education programme delivered in school supports parents to further their own education.</p> <p>Each year we strive to increase the number of parents that engage in programmes and courses offered in school</p> <p>Triple P trained staff, L2 parent conflict resolution trained staff who can offer support.</p> <p>Whole School Mental Health Strategy to support and direct families through normal developmental stages, routes to referrals and signposts to outside support.</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: £50,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT to work with staff to embed a whole school coaching programme for teachers and Teaching assistants.</p> <p>SLT working with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<p>July 23 data demonstrates that, whilst progress has been made, there remains a gap between disadvantaged and non-disadvantaged pupils across all key stages. We are aware that some year groups have disproportionate numbers of disadvantaged children, and this should be taken into consideration when looking at the percentages.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</p>	1,4,5
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p> <p>Allocation of funds to design a reading heavy Y1 curriculum</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium_ Guidance_ iPDF.pdf</p> <p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch- up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1,2,4,5
Termly pupil progress meetings for all PP children, following assessment week	All staff participate in pupil progress meetings following assessment week. Pupil premium children will have a separate meeting to analyse their progress and needs in greater depth and detail.	4,5
Termly monitoring of PP children by SLT	SLT will monitor the provision for pupil premium children within the classroom, holding teachers to account and recognising and sharing examples of good practise.	1,2,3,4,5
Pastoral Team supports well-being, self-esteem and confidence, identifies barriers to be broken down,	Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention.	1,2,3,4,5

builds resilience and self-regulation	Pastoral Team each has a year group responsibility - being the 'key person' for that particular year group - building on the attachment theory.	
<p>Review:</p> <p>Autumn Term: (to date)</p> <p>Assess and Review week is in early December, and results will be analysed by staff and at pupil progress meetings to identify gaps in learning. Results will be added to this statement. Pupil Progress meetings will be held following assess and review week.</p> <p>Staff have access to Rosenshine staff in school training to support QFT, alongside weekly staff training including moderation support.</p> <p>School keeps a recoded list of staff CPD and its impact.</p> <p>All staff have also received training on Read, Write Inc alongside support from termly development days to support reading and phonics.</p> <p>New library books and class texts have been purchased in liaison with staff and children.</p> <p>Core subject leaders have completed several learning walks and book trawls looking at QFT for all pupils including those who are identified as PP. A programme of coaching is in place to support staff. Provision in classrooms is generally good with the necessary supports and scaffolds in place to support need and promote success. There is a noticeable increase in the use of practical resources.</p> <p>The Hub staff and pastoral team continue to support children with low self-esteem and poor emotional health and wellbeing currently seeing 6 children for ELSA and 15 children receive 'check ins' across a week. 2 members of Hub staff have been trained in Lego therapy which will provide another intervention to support small groups of children and 1:1 support as needed, with groups beginning in the spring term. 1 additional TA has attended ELSA training and is due to complete the course in December. This will then open more access to this intervention. Two Hub staff members have also been trained in Lego therapy and are delivering this across all key stages.</p> <p>Having an allocated key person per year group has proven challenging with staff absence and difficulties in recruitment.</p> <p>SLT have completed the MITA training three days and will be staffing this info out as part of staff CPD with the focus on sharing good practice between TAs in the first instance through peer-to-peer work and observations.</p> <p>The deputy head has attended CPD training on disadvantage and closing the gap.</p> <p>Spring Term (to date)</p> <p>Assess and Review week is in March/April, and results will be analysed by staff and at pupil progress meetings to identify gaps in learning. Results will be added to this statement.</p> <p>Staff continue to have access to Rosenshine staff in school training to support QFT, alongside weekly staff training.</p> <p>Library has been updated by way of coding of books.</p> <p>Core subject leaders continue to look at QFT for all pupils including those who are identified as PP. Provision in classrooms is good with the necessary supports and scaffolds in place to support need and promote success using adaption following staff training. There continues to be an increased use of practical resources.</p> <p>The Hub staff and pastoral team continue to support children with low self-esteem and poor emotional health and wellbeing including providing interventions such as ELSA, Lego Therapy and nurture.</p> <p>Having allocated key adults in each year group remains a challenging with staff absence.</p> <p>MITA training has been disseminated with staff and TAs are currently completing a range of 8 online seminars/training. CT are also completing the same CPD.</p> <p>The deputy head has completed staff training around disadvantaged children.</p> <p>Summer Term (to date)</p> <p>Assess and Review week in June/July and results will be analysed by staff and at pupil progress meetings to identify gaps in learning and have been addressed in the following weeks of learning. Results will be added to this statement. Pupil Progress meetings were held in July.</p> <p>Staff continue to have access to Rosenshine staff in school training to support QFT, alongside weekly staff training.</p> <p>Core subject leaders continue to look at QFT for all pupils including those who are identified as PP, through regular learning walks and coaching opportunities.</p> <p>Provision in classrooms is good with the necessary supports and scaffolds in place to support need and promote success using adaption following staff training. There continues to be an increased use of practical resources. Staff training has also taken place on adaptive teaching and, making every classroom, an adapted classroom to meet the needs of all pupils including those classed as disadvantaged.</p>		

The Hub staff and pastoral team continue to support children with low self-esteem and poor emotional health and wellbeing including providing interventions such as ELSA, Lego Therapy and nurture. 2 staff are now trained in ELSA and Lego Therapy.

Having allocated key adults in each year group remains a challenge with staff absence.

MITA training has been disseminated with staff and TAs are currently completing a range of 8 online seminars/training. CT are also completing the same CPD.

The deputy head has completed staff training around disadvantaged children and has also completed a L5 professional qualification in coaching.

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

Budgeted cost: £77,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by assessment lead.</p> <p>Interventions to be carried out by experienced teachers (via the National Tutoring Programme)</p> <p>Teachers to provide one to-one after school tuition to targeted pupils.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts of children through Pupil Progress data, we have identified that the Year 5 and Year 6 cohort need support to address gaps in both English and Maths.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	2,4,5

<p>Phonics 1:1 intervention – 8 TA's delivering 20 mins per day</p>	<p>1:1 phonics intervention catches children before they fall behind, so all children learn to read the first time they are taught. It prevents the need for any later intervention. Children are placed in ability groups for phonics across EY and KS1.</p> <p>In order that these children can receive the same carefully targeted RWI teaching as all the other groups of children, some may need 1:1 tutoring for 10 to 20 minutes a day – on top of their group session in the morning. Children practise, revise and overlearn sounds they do not know alongside using RWI phonics books for reading development.</p> <p>1:1 phonics intervention is introduced as soon as a child cannot make good progress. Vulnerable children in Early Years will receive tutoring as soon as they start RWI and phonics.</p>	<p>2,4,5</p>
<p>Precision Teaching</p>	<p>Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention. Precision teaching is used with children with SEND who might need additional support. It's a highly focused, evidence-based intervention. Precision teaching is carried out on a 1:1 basis between a teacher and a pupil. Each intervention session lasts about 10 minutes and takes place daily. Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive – children will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill on which they are currently</p>	<p>4,5</p>

<p>SEND provisions including the EY and KS2 SEMH support hubs (11 children), Zones of Regulation and developing adapted teaching using Rosenshein's principles.</p>	<p>Data demonstrates that 16% of our school community are identified as having a SEND (National - 17%). SEND provisions within school cater for children's needs through excellent teaching. With these provisions, there is flexible grouping as well as explicit instruction, a range of cognitive and metacognition strategies used as well as well-scaffolded learning opportunities. Early identification of need is key to accessing the correct support for each child.</p> <p>The EEF states: Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>An inclusive school removes barriers to learning and participation and provides an education that is appropriate to pupil's needs by promoting positive relationships, access to the best possible teaching through a positive, creative and adapted curriculum and has a positive approach to behaviour.</p>	<p>2,4,5</p>
---	---	--------------

Review:

Autumn Term: (to date)

Interventions continue to take place across the curriculum to support identified gaps in learning and to embed key skills and concepts. More specific interventions such as precision teaching, fresh start (phonics), mastery in number etc continue to happen daily for identified groups of children.

Focus on Y5 and Y6 following the summer term data remains in place and will be reviewed following the results at the end of assess and review week.

Several after school tutoring groups have been set up for Y6 in the spring term.

Daily phonics continues and is a main school priority. 1:1 daily phonics catch up is happening across Rec, Yr 1 and 2. In Y5 and 6 Fresh start is being delivered to identified children to support low ability readers.

Staff training on Rosenshine Principals to aid quality first teaching has been undertaken and continues to form the focus of training and school expectations in the classroom.

Staff training around expectations relating to the Dudley's Ordinarily Available Provision has been undertaken to support those children with SEND and disadvantaged. SEND coaching has taken place and continues to develop staff to reflect on own practice and next steps to meet need.

Spring Term: (to date)

Interventions continue to take place across the curriculum to support identified gaps in learning and to embed key skills and concepts. More specific interventions such as precision teaching, fresh start (phonics), mastery in number etc continue to happen daily for identified groups of children.

Y6 tutoring groups have been held.

Phonics continues to be a priority across school.

Staff training on Rosenshine Principals to support QFT has been undertaken and continues to form the focus of training and school expectations in the classroom.

SEND coaching has taken place and continues to develop staff to reflect on own practice and next steps to meet need.

Summer Term: (to date)

Interventions continue to take place across the curriculum to support identified gaps in learning and to embed key skills and concepts within the classroom using teacher gap planners. More specific interventions such as

precision teaching, fresh start (phonics), mastery in number etc continue to happen for identified groups of children.

Reading and phonics has continued to be a priority across the school and lessons now have an expected focus on elements of reading.

Staff training on Rosenshine Principals to support QFT has been undertaken and continues to form the focus of training and school expectations in the classroom.

SEND coaching has taken place with TA's and teachers and will continue to develop staff to reflect on own practice and next steps to meet need.

SENDCO and EY Hub lead attended training on the Dudley AAT model of assessment, and this will form next steps for children identified as having SEND and/or basic skills gaps in learning.

The Hubs continue to develop and evolve to meet the increasing need of more complex SEND at school.

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

Budgeted cost: £28,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of the SEMH support hubs</p> <p>Release time for SENDCo, ELSA TA and Learning Mentor to support families with high need SEN and Pupil Premium children.</p> <p>Learning Mentor/SENDCo, ELSA TA and SLT identify and support families and children and work to alleviate barriers to learning.</p> <p>Targeted vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and ELSA</p> <p>All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.</p> <p>All PP children are provided with a £50 uniform voucher to alleviate any potential financial barrier to children attending school.</p> <p>All PP children to be provided with termly reading books via Scholastic Book Fair</p>	<p>Social and Emotional Learning - a provision which targets social and emotional learning seek to improve children's interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Nurture provision also supports our most vulnerable children in having their needs met on an individual /small group basis, as well as allowing other children's learning not to be disrupted.</p> <p>Nurture supports children who have a range of needs. These needs range from children with introvert behaviour to those with attention seeking, extrovert behaviour. It also caters for the needs of children who display low self-esteem and have difficulties associated with attachment and trauma. Most of our children have associated learning difficulties and poor concentration.</p> <p>Learning Mentor work with children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of support. The Learning Mentor are a proactive escalation tool used right across the school and support the child in making the right choices in a variety of situations.</p> <p>Additional interventions focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include: specialised interventions which are tailored to meet children's particular social or emotional needs.</p> <p>The SEMH hubs are a provision that prevents suspensions.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3,4,5</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p>	<p>Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language.</p> <p>By giving children, the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school and Wow days, not only aids in broadening their knowledge and</p>	<p>3, 5</p>

This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and free access board and lodgings to the residential for PP children.	<p>understanding regarding the world in which they live and the connections within it but deepens and enriches their language and vocabulary.</p> <p>Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	
Breakfast bagels available for all children promoting attendance and being ready to learn.	It is important that all children can start the day with full tummies, aiding them with readiness to learn. This is a basic need that, as a school, we need to meet. Offering hot bagels to each child as they come into school also supports attendance/ punctuality.	1,4
Termly meetings between PP children and class teacher to discuss academic targets and wellbeing	It is important that children get an opportunity to reflect on their own learning and wellbeing. This will give class teachers quality time to talk to their children and to plan an individualised learning plan.	1,2,4,5

Review:

Autumn Term: (to date)

The two Hubs continue to provide essential support for several children across school for several differing needs. Alongside the 'main' Hub children, the teams support children with several other barriers such as friendship concerns, behavioural challenges, absentees from school, nurture groups for emotional support. They also hold weekly forest school sessions, offer Lego therapy and ELSA. The children complete baseline assessments through Boxhall profile and SDQ and are reassessed at the end of intervention. The Hub staff support class teachers when the children access classroom learning and support in the writing of plan, do, review targets to meet need.

The SENDCO is none classed based for three days per week and the deputy SENDCO has a protected half a day per week.

Family sessions have been offered around sleep and anxiety with the support of the Reflexions team. School continues to have an open-door approach with parents and will meet to discuss concerns and offer support and sign posts. A parent SEND questionnaire was sent out to parents. Results are being considered.

Uniform vouchers, hardship funding continue to be offered to families in need.

Breakfast bagels are offered twice per week in school to ensure all children have healthy breakfast in school.

All PP children received a book via the Scholastic book fair as part of the offer to support reading at home.

After school clubs ran in the autumn term, including sport, craft and cookery and the clubs filled quickly and were popular including attendance by PP children and CIC children.

Board and lodgings remission continues to be offered to support those children accessing trips who are disadvantaged. Alongside this payment options have been offered to help payment for school trips.

Spring Term: (to date)

The two Hubs continue to provide essential support for several children across school for several differing needs. Alongside the 'main' Hub children, the teams support children with several other barriers such as friendship concerns, behavioural challenges, absentees from school, nurture groups for emotional support. They also hold weekly forest school sessions, offer Lego therapy and ELSA. The children complete baseline assessments through Boxhall profile and SDQ and are reassessed at the end of intervention. The Hub staff support class teachers when the children access classroom learning and support in the writing of plan, do, review targets to meet need.

Family sessions have been completed for sleep and anxiety with the support of the Reflexions team. School continues to have an open-door approach with parents and will meet to discuss concerns and offer support and sign posts. A parent SEND forum took place and suggestions are being considered.

Uniform vouchers, hardship funding continue to be offered to families in need.

Breakfast bagels continue to be offered twice per week in school to ensure all children have healthy breakfast in school.

All PP children received a book via the Scholastic book fair as part of the offer to support reading at home.

Board and lodgings remission continues to be offered to support those children accessing trips who are disadvantaged. Alongside this payment options have been offered to help payment for school trips

Summer Term (to date)

The two Hubs continue to provide essential support for several children across school for several differing needs, including several more complex needs children. Alongside the 'main' Hub children, the teams support children with several other barriers such as friendship concerns, behavioural challenges, absentees from school, nurture groups for emotional support. They also hold weekly forest school sessions, offer Lego therapy and ELSA. A new Preparing for Adult Life (PFLA) curriculum has been developed and will begin in the next academic year. The children complete baseline assessments through Boxhall profile and SDQ and are reassessed at the end of intervention. The Hub staff support class teachers when the children access classroom learning and support in the writing of plan, do, review targets to meet need.

Termly parent forums continue to take place which give the opportunity of support and suggestions for school. The Reflexions team continue to support both individuals and classes in school with low level mood and anxiety, feelings and emotions. School continues to have an open-door approach with parents and will meet to discuss concerns and offer support and sign posts.

Uniform vouchers, hardship funding continue to be offered to families in need.

Breakfast bagels continue to be offered twice per week in school to ensure all children have healthy breakfast in school.

All PP children received a book via the Scholastic book fair as part of the offer to support reading at home.

Board and lodgings remission continues to be offered to support those children accessing trips who are disadvantaged. Alongside this payment options have been offered to help payment for school trips.

Total budgeted cost: £164,000

Total Income - including Recovery, Pupil Premium fund: £ 7085

Total budgeted cost: £ 171,085

Breakdown of cost: Teaching: £ 56,057

Wider Academic Support: £ 77,125

Wider Strategies: £28,010

The remainder of the spend is supported by the main school budget: £0

Externally provided programmes 2023-25

Programme		
Scholastic book fair	KAPOW - Design Technology	Collins Connect - Shanghai
NTS Assessments	Charanga - Music	ELSA training
Purchase of chrome books / IPads	RWI	DPA- subsidised peripatetic lessons
Supplemented Breakfast Bagel programme	TTRockstars	Education Psychology or Everyone-additional support
Hardship funding- Food/Energy vouchers	Spelling Shed	

At Brook, we recognise the increasing challenge that our disadvantaged children face and we are committed to removing the additional barriers to learning which are there for our children who encounter deprivation. We use the Pupil Premium funding over a range of strategies which focus on raising attainment and removing barriers to learning. OFSTED recognised the success of our strategies during the inspection in 2022 - 'Brook Primary School is a caring and safe place for pupils to make friends and be themselves. Pupils are happy here. They not only understand the importance of the school's values, but they demonstrate them every day. This helps pupils to develop positive attitudes and good character. Staff show care and concern towards pupils and treat them with respect. Pupils talk about how their teachers help them to learn by making lessons fun. If pupils have a concern, they know they must tell a trusted adult. They are confident that staff will deal with it appropriately. Leaders have high expectations for every child. They are ambitious for pupils to succeed in their learning, as well as in their personal opportunities. These include learning to play a musical instrument, taking part in an overnight residential and links with Dudley performing arts. Leaders pride themselves on the community events they organise throughout the year. Pupils help plan these events, which also include partnerships with local businesses.