

Pupil premium strategy statement

This statement details Brook Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 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 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	402
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023
Date this statement was published	1/12/2021
Date on which it will be reviewed	11/11/22 (annually)
Statement authorised by	
Pupil premium lead	S Nicklin
Governor / Trustee lead	P Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114600
Recovery premium funding allocation this academic year	£30640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£145240

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.'

2021/22

Early intervention in the EYFS 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.*"

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 part of 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, although no child is the same as another.

Challenge number	Detail of challenge
1	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.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.

3	Pupils have limited experiences beyond their home life and immediate community.
4	Children have low self-esteem and a lack of belief and confidence in themselves. By raising self-esteem and confidence, children can succeed.
5	Low aspiration and low expectation. By demonstrating high expectations and aspirations for all learners, children can reach their full potential.

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>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 intervention leader.</p>	<p>End of summer 2022 and 2023 data will show that 70 - 80% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 - 20% 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 can eat breakfast at school, in preparation for a full school day and learning.</p> <p>Children who receive additional, teacher led tuition attain at least as well as their peers.</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>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>

Improving basic skills within the EYFS	<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 2021)</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 2021 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>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>

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: £59231.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>SLT to work with staff to run 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 21 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>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-premiumhow-schools-are-spending-the-fundingsuccess-fully.</p>	1,4,5
<p>Funding to support experienced teachers to work across KS1 and KS2, on after school small group interventions.</p> <p>Teachers will also provide interventions to ensure all children have achieved</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	1, 4, 5
<p>learning objectives from the morning session.</p>		
<p>Termly pupil progress meetings for all PP children, following assessment week</p>	<p>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.</p>	1, 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.	1,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34243.56

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 SLT.</p> <p>Interventions to be carried out by experienced teachers (via the National Tutoring Programme)</p> <p>Teachers to provide oneto-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>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up - see www.gov.uk/publications/the-pupil-premiumhow-schools-are-spending-the-funding successfully.</p>	1, 4, 5

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

Budgeted cost: £ 21125.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</p>	<p>1, 2, 4, 5</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum</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</p>	<p>3, 4, 5</p>

and their learning experiences. 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 residentials for PP children.	and Wow days, not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it but deepens and enriches their language and vocabulary. Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premiumhow-schools-are-spending-the-fundingsuccessfully . Education Endowment Trust Toolkit	
Breakfast 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.	1,2,3,4,5
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

Total budgeted cost: £114600

Total Income - including Recovery, Pupil Premium fund: £145240

Total budgeted cost: £114600

Breakdown of cost:

Teaching: £59231.25

Wider Academic Support: £34243.56

Wider Strategies: £ 21125.19

The remainder of the spend is supported by the main school budget: £ 30640 **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 2020 to 2021 academic year.

READING															
Year Group		Numbers of PP			WT		EXS		GDS		EXS/GDS PP/FSM		EXS/GDS non PP/FSM		
1	51ch	Su2	8	16%	6	75%	2	25%	0	0%	2ch	25%	30ch	70%	
	51ch	Sp2	8	16%	5	63%	2	25%	1	13%	3ch	38%	34ch	79%	

	51ch	Au2	8	16%	4	50%	3	38%	1	13%	4ch	51%		33ch	77%
2	60ch	Su2	12	20%	9	75%	2	17%	1	8%	3ch	25%		43ch	89%
	60ch	Sp2	12	20%	6	50%	6	50%	0	0%	6ch	50%		28ch	58%
	60ch	Au2	12	20%	6	50%	5	42%	1	8%	6ch	50%		32ch	67%
3	61ch	Su2	14	23%	8	57%	5	36%	1	7%	6ch	43%		35ch	74%
	61ch	Sp2	14	23%	10	71%	3	21%	1	7%	4ch	29%		28ch	59%
	61ch	Au2	11	18%	7	63%	4	37%	0	0%	4ch	37%		33ch	66%
4	60ch	Su2	15	25%	7	47%	8	53%	0	0%	8ch	53%		36ch	80%
	59ch	Sp2	14	24%	9	64%	5	36%	0	0%	5ch	36%		33ch	73%
	59ch	Au2	14	24%	7	50%	6	43%	1	7%	7ch	50%		33ch	73%
5	53ch	Su2	23	43%	10	43%	12	52%	1	4%	13ch	57%		29ch	97%
	53ch	Sp2	20	38%	13	65%	7	35%	0	0%	7ch	35%		27ch	82%
	53ch	Au2	20	38%	13	65%	7	35%	0	0%	7ch	35%		25ch	76%
6	53ch	Su2	16	30%	8	50%	5	31%	3	19%	8ch	50%		16ch	43%
	50ch	Sp2	16	32%	9	56%	6	38%	1	6%	7ch	44%		21ch	62%
	52ch	Au2	16	31%	10	62%	6	38%	0	0%	6ch	38%		18ch	50%

WRITING															
Year Group			Numbers of PP		WT		EXS		GDS		EXS/GDS PP/FSM			EXS/GDS non PP/FSM	
1	51ch	Su2	8	16%	7	88%	1	13%	0	0%	1	13%		29ch	67%
	51ch	Sp2	8	16%	6	75%	1	13%	1	13%	2ch	25%		29ch	67%
	51ch	Au2	8	16%	6	75%	1	13%	1	13%	2ch	25%		25ch	58%
2	60ch	Su2	12	20%	7	58%	5	42%	0	0	5ch	42%		33ch	69%
	60ch	Sp2	12	20%	8	67%	4	33%	0	0%	4ch	33%		28ch	58%
	60ch	Au2	12	20%	8	67%	4	33%	0	0%	4ch	33%		28ch	58%
3	61ch	Su2	14	23%	7	50%	6	43%	1	7%	7ch	50%		26ch	55%
	61ch	Sp2	14	23%	8	57%	5	35%	1	8%	6ch	43%		29ch	62%
	61ch	Au2	11	18%	7	63%	3	27%	1	9%	4ch	36%		29ch	62%
4	60ch	Su2	15	25%	9	60%	6	40%	0	0%	6	40%		32ch	71%
	59ch	Sp2	14	24%	8	57%	6	43%	0	0%	6ch	43%		24ch	53%
	59ch	Au2	14	24%	7	50%	7	50%	0	0%	9ch	50%		23ch	51%
5	53ch	Su2	23	43%	10	43%	13	57%	0	0%	13	57%		18ch	60%
	53ch	Sp2	20	38%	15	75%	5	25%	0	0%	5ch	25%		16ch	48%
	53ch	Au2	20	38%	15	75%	4	20%	1	5%	5ch	20%		16ch	48%
6	53ch	Su2	16	30%	9	56%	7	44%	0	0%	7ch	44%		14ch	38%
	50ch	Sp2	16	32%	12	75%	3	19%	1	6%	4ch	25%		16ch	47%
	52ch	Au2	16	31%	12	75%	4	25%	0	0%	4ch	25%		19ch	53%

MATHS															
Year Group			Numbers of PP		WT		EXS		GDS		EXS/GDS PP/FSM			EXS/GDS non PP/FSM	
1	51ch	Su2	8	16%	4	50%	4	50%	0	0%	4	50%		36ch	84%
	51ch	Sp2	8	16%	5	63%	2	25%	1	13%	3ch	38%		36ch	84%
	51ch	Au2	8	16%	5	63%	2	25%	1	13%	3ch	38%		34ch	79%
2	60ch	Su2	12	20%	9	75%	2	16%	1	8%	3ch	24%		43ch	90%
	60ch	Sp2	12	20%	8	67%	3	25%	1	8%	4ch	33%		34ch	71%
	60ch	Au2	12	20%	3	25%	9	75%	0	0%	9ch	75%		34ch	71%
3	61ch	Su2	14	23%	7	50%	6	43%	1	7%	7ch	50%		35ch	74%
	61ch	Sp2	14	23%	8	57%	6	43%	0	0%	6ch	43%		31ch	66%
	61ch	Au2	11	18%	8	73%	3	27%	0	0%	3ch	27%		41ch	82%

4	60ch	Su2	15	25%	6	40%	9	60%	0	0%	9	60%		33ch	73%
	59ch	Sp2	14	24%	10	72%	4	29%	0	0%	4ch	29%		32ch	71%
	59ch	Au2	14	24%	9	64%	4	29%	1	7%	5ch	36%		30ch	67%
5	53ch	Su2	23	43%	9	39%	14	61%	0	0%	14ch	61%		28ch	93%
	53ch	Sp2	20	38%	10	50%	10	50%	0	0%	10ch	50%		28ch	93%
	53ch	Au2	20	38%	10	50%	10	50%	0	0%	10ch	50%		22ch	73%
6	53ch	Su2	16	30%	10	63%	6	38%	0	0%	6ch	38%		13ch	35%
	50ch	Sp2	16	32%	14	88%	2	13%	0	0%	2ch	13%		17ch	50%
	52ch	Au2	16	31%	15	94%	1	6%	0	0%	1ch	6%		12ch	33%

Externally provided programmes 2020-22

Programme	Provider
Century	
Scholastic book fayre	
NTS Assessments	
Purchase of chromebooks	
Additional swimming teacher	