

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Brooklands Primary and Nursery School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	174 – 46.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tom Daniel Headteacher
Pupil premium lead	Tom Daniel
Governor / Trustee lead	Heather Morrison Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,683
Recovery premium funding allocation this academic year	£24,940
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£283,623

Part A: Pupil premium strategy plan

Statement of intent

At Brooklands, we believe that every child, despite any early, adverse childhood experiences and current challenging circumstances can reach their full potential. We are committed to ensure that all children are provided with the opportunities and support they need to overcome identified barriers and that the gaps identified between pupil premium and non-pupil premium children pupils are addressed promptly, enabling all children's needs are fully met.

We are aware that some of the pupil premium children at Brooklands face challenges that are unique to them, including: low early language levels; low levels of aspiration; social and emotional needs and ongoing lack of parental support. As well as the aforementioned challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have the same opportunities outside school as many of their peers. Our highest priority for our children in receipt of pupil premium funding is that they receive quality first teaching which meets their academic needs and support for their social and emotional needs. This will not only benefit children in receipt of pupil premium, but also those non-pupil premium children who face similar barriers.

At Brooklands, we have carefully considered our whole school recovery plan when completing our pupil premium strategy, ensuring that they work hand in hand to provide targeted support for those who have been impacted most by Covid19 and school closures. Children in receipt of pupil premium funding have been worst affected by the pandemic, both academically as well as their emotional well being and our strategy reflects the support provided for these children.

Although there is still a gap between the attainment of children in receipt of pupil premium funding and those who are not nationally, by striving to ensure that every child meets their potential and putting support mechanisms in place to aide this, we are enabling our most disadvantaged children to not only keep up, but surpass those who are more fortunate.

When implementing our Pupil Premium Strategy, we not only address common challenges, but are also responsive to individual needs of pupils through robust gap analysis activities, progress dialogue meeting with staff and in the moment assessments in class.

Our aim for all children in receipt of pupil premium funding is for their needs to be identified early, strategies to be put in place and carried out effectively and monitoring activities to be conducted to ensure that what is being done is having the desired impact. As a result of these aims, all children, irrespective of their background, will leave Brooklands achieving in line with their peers, confident in their own ability, able to succeed in society and with good emotional health.

We work closely with our families to ensure they feel supported in and out of school. We always aim to go that 'extra mile' to ensure we can improve attendance, support the social and emotional well-being, increase attainment and provide increased cultural

capital that produces citizens who are responsible for providing a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	Lack of aspiration and independent learning skills, particularly impacting on higher achieving and potential higher achieving pupils, resulting in children not maximising their potential
2	Attainment and progress in reading, writing and vocabulary and language skills are low, as children are not exposed to a broad range of texts, vocabulary or language beyond school
3	Some children's emotional wellbeing, resilience and cooperation skills are not sufficiently developed, inhibiting their regulation in the school environment
4	Lower attendance rates for children in receipt of Pupil Premium than others across the school and nationally
5	Our children have a limited cultural capital and are therefore unable to draw upon these experiences across their learning within the whole curriculum thus not engaging thoroughly in debate or discussions

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
To ensure that all children in receipt of pupil premium funding, particularly those who are higher attainers are aspirational and have independent learning skills.	<p>Children demonstrate an understanding of potential future paths for them and express an interest in particular areas of work (demonstrated in pupil surveys).</p> <p>Children have strategies to self-correct and are motivated to learn on their own.</p> <p>Pupil Premium specific learning walks identify pupils demonstrating positive learning behaviours</p> <p>Pupils demonstrate strong independent learning</p>
To develop a love for reading and close the vocabulary and language skills gap.	The percentage of children in receipt of pupil premium funding achieving both ARE and

	<p>GDS in reading match or surpass that of non-pp children.</p> <p>The percentage of pupils in receipt of pupil premium funding who pass the year 1 phonics screening check matches or surpasses that of non pp children.</p> <p>The % of Y1 PP children passing the phonics screening check will at least be in line with national figures for all pupils</p> <p>The %of children achieving ARE in reading will increase from last year</p>
<p>To ensure that children are emotionally regulated and are able to be happy and successful in school and beyond.</p>	<p>Children feel happy and supported in school.</p> <p>Children have strategies to cope with challenging situations and negative emotions and respond appropriately.</p> <p>Nurture support has a positive impact on children's well-being.</p> <p>ELSA support impacts on the children's attitude toward personal situations and their education.</p> <p>Parents pro-actively engage with the Family Support Worker.</p> <p>PP pupils with social, emotional and mental health issues make accelerated progress and achieve end of year achievement targets.</p> <p>Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health.</p> <p>A qualified mental health first aider on site to support children with their mental health needs.</p>
<p>To ensure that children in receipt of pupil premium attend school regularly to maximise learning opportunities.</p>	<p>The attendance of children in receipt of pupil premium funding is above national attendance rates as well as that of their peers.</p> <p>The attendance figure will exceed 96%</p> <p>The gap between the attendance for disadvantaged children and non-disadvantaged children will be reduced and fall in line</p> <p>Persistent absence for disadvantaged children will be reduced to 'at most' the National Figure</p>

	Attendance incentives in place will have an impact by increasing the attendance of PP children
To close the attainment gap between children in receipt of pupil premium and their peers by the end of KS2 and ensure that they are making progress that exceeds the national progress measure	The percentage of children in receipt of pupil premium funding achieving both ARE and GDS at the end of KS2 match or surpass that of non-pp children
To raise aspirations to ensure the children have ambitious attitudes to their future, exposing them to a range of careers and professionals to inspire and broaden their knowledge and cultural capital	<p>An increased confidence and attitude towards learning.</p> <p>The curriculum is designed to widen the children's experiences and cultural capital.</p> <p>Pupil Voice discussions highlight how PP children are more confident in articulating their experiences within the curriculum and outside of school</p> <p>100% of teaching is good or better across all schools.</p> <p>Curriculum delivery diminishes the inherent barriers presented within the context of the schools.</p> <p>Evidence of improvement in engagement and outcomes of Pupil Premium pupils is present in monitoring and classroom visits.</p> <p>Remote learning will mirror the high-quality education pupils are in receipt of in school.</p> <p>An increased proportion of PP pupils to achieve the national average for expected and greater depth in external data points.</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: £99,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and time provided to teaching and learning lead to support the provision of high impact strategies	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2, 3, 5
Accessing professional learning - CPL and networks to enable teachers to continue to develop their practice	<p>Evidence review: The effects of high-quality professional development on teachers and students</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2,3,4,5
Continue to focus on the development of the curriculum with a focus on memory	<p>https://impact.chartered.college/wp-content/uploads/2018/03/Sherington-Article.pdf</p>	1,2,5
Use of lesson design model which supports modelling and metacognition – Trust CPL focusing on metacognition and modelling	<p>EFF – the potential impact of metacognition and self-regulation approaches is high (+7 months)</p> <p>Rosenshine’s Principles of Instruction</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	1,2,3,5
Quality texts to be used throughout the	The use of high quality books within the curriculum is at the heart of a	1,2,5

<p>curriculum to enhance teaching and exposure to a range of texts</p> <p>2x reading texts to be sent home to all children</p>	<p>school's successful approach to engage and support children to become motivated and independent readers</p>	
<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>Move to a DfE validated scheme, away from the 2007 Letters and Sounds scheme and ensure all staff are trained on this as and when appropriate. (It is likely this will happen in stages as a rolling programme beginning with Nursery and Reception).</p>	<p>EF Preparing for Literacy 2018- It offers early years professionals seven practical evidence-based recommendations to provide every child—but particularly those from disadvantaged homes—with a high quality and well-rounded grounding in early literacy, language and communication.</p>	1,2,3
<p>Children given the opportunities to receive feedback about their work</p> <p>The Marking and Feedback Policy is in place and, through book looks and pupil voice, is having a positive impact on learning.</p>	<p>EEF's project on feedback showed that "Feedback studies tend to show very high effects on learning. Effective feedback tends to: encourage and support further effort; be given sparingly so that it is meaningful" +8months</p> <p>Teacher Feedback to Improve Pupil Learning 2021 (EEF)</p>	1,2,5
<p>ECTs provided with support, CPD, release time, mentor support, SLT support to begin their early career in teaching.</p>	<p><i>We know that high-quality teaching is the thing that makes the biggest difference to young people's academic grades. Yet recruiting and retaining teachers – particularly 2, to disadvantaged schools - is challenging. 'Sir Kevan Collins Chief Executive of the EEF'</i></p>	1,2,3,4,5
<p>Work with the English Hub to ensure the teaching of the</p>	<p>Our phonics progress and successes following these activities during the last academic year have</p>	1,2,5

phonics and reading is strong	guided us to continue this activity this academic year	
Pupil Premium specific CPL networks to enable teachers to continue to develop their practice/ share good practice impacting on PP children at home and school	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2,3,4,5

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

Budgeted cost: £88,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupil premium children in KS1 with 1:1 and small group intervention for early reading	EEF – Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2,5
Provide PP children with targeted interventions	EEF – Small group tuition has an average impact of four months' additional progress over the course of a year	1,2,3,5
Individual reading for children in receipt of Pupil Premium in KS1	EEF- One to one is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,5
Pre and post teach and	Teacher Feedback to Improve Pupil Learning 2021 (EEF)	1,2

feedback sessions	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	
Individualised feedback to support the progression in writing	EEF – Feedback studies tend to show high effects on learning.	1,2,5
Targeted direct work by Family Support Worker and/or ELSA in 1:1 setting.	Parental engagement EEF https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	3,4

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

Budgeted cost: £95,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide nurture support and a nurture room for individual children when they need it	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,2,3,4
SENCO and Pupil Premium lead to hold meetings with teachers to identify support for targeted children.	In order to carefully track the progress of children with SEN and children who are disadvantaged, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3,4,5
Access to Forest School for PP children	The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers	1,3

	<p>through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children’s sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keen-ness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>https://www.forestrysearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	
ELSA provision	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>EEF – Supporting Pupils Social and Emotional Needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,3,4,5
A clear, robust graduated response to attendance	<p>Research into how attendance can impact on attainment – The Key</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>Improving Attendance – Plans and Case Studies – The Key</p>	1,2,3,4

	https://schoolleaders.thekeysupport.com/pu-pils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1	
Celebrating attendance Attendance prizes Punctuality draw	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	3,4
School contribution to residential and class visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1,5
Wrap around care funded by school for vulnerable children to allow them to arrive at school on time	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	3,4
Wrap around care funded by school for vulnerable children to allow them opportunities to develop positive social relationships	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	3,4
Family support worker in school	To support and provide early intervention to vulnerable pp families resulting in less SC referrals and increased attendance/reduction in persistent absenteeism.	1,2,3,4,5
Mental Health First Aiders – a designated Brooklands member of staff.	EEF - Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes. https://educationendowmentfounda-	3,4

	tion.org.uk/news/prioritise-social-and-emotional-learning	
Targeted parental CPD to enable parents of PP children to support all aspects of learning		1,2,3,4
Fully funded drumming lessons and musical wider opportunities		1,5

Total budgeted cost: £283,623

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A significant focus on curriculum development across the school, to ensure all children have access to an ambitious, broad and balanced curriculum. Funding has been utilised to enable access to CPL for the curriculum leader and subject leaders across the school. The Brookland HEART approach to the curriculum (Horizon Building, Equity, Aspiration, Rich Vocabulary and Thirst for Knowledge), ensures that our children are knowing and remembering more. Focused pupil premium learning walks have enabled leaders to closely monitor our children eligible for pupil premium and have identified the gap continues to be narrowed.

At Brooklands we recognise that quality first teaching and learning for all children, is at the heart of meetings the needs of our children eligible for pupil premium. As a school we have developed our lesson design model and funding has been utilised to enable access to CPL, and external support via a Lead Practitioner. Focused pupil premium learning walks has identified that the quality of teaching is improving across the school, meetings the needs of our children eligible for pupil premium. Inspirational learning environments now also support Pupil Premium pupils to build on and consolidate their learning within the classroom and be inspired in the aspirational shared learning environment.

Significant focus and investment on developing reading, vocabulary, and language skills of children eligible for pupil premium. Attainment at GLD saw 74% of pupils eligible for PP attain the required standard compared to 92% non-PP. This will continue to be an area of development into the 2023/24 academic year.

The % of children eligible for Pupil Premium passing the Phonics Screening Check was 78%. Although this is still 14% less than those children not eligible for Pupil Premium, there was a significant increase in attainment from their September baseline. It is worth noting that the % of PP passing the PSC increases to 94% when the children with significant SEN are removed. Attainment in the MTC saw 46% of children eligible for PP achieving 25/25 compared to 60% of non-PP children. However, when children with SEN are removed from these figures, the for PP attainment increases to 58% meaning a 'gap' of just 2%.

Pupil premium attendance at the end of the 2022/2023 academic year was 93.6% compared to whole school attendance which was 95.9%. The % attendance for those eligible for PP was significantly reduced due to 2 children who were extreme persistent absentees and work was conducted with the authority to support an increase in their attendance

Significant investment has been made in the support packages available to our children eligible for pupil premium to support them to be better equipped to be able to manage strong emotions, be resilient to challenges & change. This has included investment in ELSA capacity across the school, nurture provision and the introduction of a family support worker. Learning

walks demonstrate the impact is within the classrooms and during the unstructured times of the day.

Forest school provision has had significant investment and development. Through the use of entry and exit records, we can see that the funding of Forest School resources has had a positive impact on several high-profile children. Having access to an alternative provision within a different environment has allowed them to shine in an area they would have otherwise not been able to access.

Investment to support families to access enrichment opportunities, including residential and before and after school provision, has allowed all children to have broadened experiences and raised aspirations. We have seen an increase in the participation rates of our children eligible for Pupil Premium in both before and after school provision as well as participation in events during the school day. This will remain a focus over the next few years to ensure that engagement continues to grow.

Engagement of families has been supported through a range of parental engagement strategies and the introduction of family support worker. Engagement in key opportunities, such as parent's evenings and positive feedback from parents demonstrates the impact of this.

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
Purple Mash	2Simple
TT Rockstars	Maths Circle
White Rose Maths	White Rose
Picture News	Picture News
SATs Companion	Satscompanion.com
Ed Shed	Literacy SHed
Complete PE	Complete PE
Testbase	Testbase
SHINE intervention	Rising Stars UK
Bridge The Gap	Bridge The Gap

Further information (optional)

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