

## Pupil premium strategy statement

This statement details our 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	74
Proportion (%) of pupil premium eligible pupils	14% (11 / 74)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022-23 2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ellen Ranson-McCabe, Headteacher
Pupil premium lead	Victoria Lawson
Governor / Trustee lead	Pete Penberthy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17460 (last year 12910)
Recovery premium funding allocation this academic year	£ 0 (last year 1458)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 17460 (last year 14368)

## Part A: Pupil premium strategy plan

### Statement of intent

Our children will be part of an adventurous, caring family. They will have the courage to meet challenges and to learn creatively, making full use of our outstanding natural environment.

#### **OUR CORE VALUES**

Care - We care for ourselves, for each other, for the people in our local community and in the world beyond. We celebrate success, support those who face difficulties and value everyone for who they are and for their different contributions to our school life.

Creativity - We are creative in our approach to learning in the classroom, in our outdoor space and through developing skills in forest school. Our children express themselves, not only through the written and spoken word, but also through music, dance, drama, art and crafts.

Courage - Our children have the courage to face mental and physical challenges in their learning and in their lives. They have the staying power to succeed by being adaptable and inventive, and by working together to overcome the problems encountered along the way.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 disadvantage attainment gap and at the same time will benefit the non-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 for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1 (new 2023-24)	36% of identified PP did not participate in any extracurricular clubs after school last academic year. This creates an additional barrier in that these pupils do not have the opportunity to participate in clubs and activities which may be of interest to them or develop skills and abilities
1 (new 2022-23) updated figures for 2023 /2024	36% of identified PP are also pupils with special educational needs. 20% of identified PP are also pupils with an EHCP. This creates an additional disadvantaged to these pupils as their special education needs also hinder their progress and outcomes. The main SEND area is communication and language.
2 (new 2022-23) updated figures for 2023 /2024	18% of identified PP are also pupils with English as an additional language. This creates an additional disadvantaged to these pupils as their language barrier also hinders their progress and outcomes.
3 (new 2022-23) updated figures for 2023 /2024	18% of identified PP are also pupils with additional social and emotional difficulties. This creates an additional disadvantaged to these pupils who require support in this area and struggle to make progress academically.
4 (new 2022-23) updated figures for 2023 /2024	20% of identified PP are working at an expected standard but could be capable of achieving greater depth in some areas.
5	<i>Reading skills hampered by children being off through lockdown. Children not being exposed to high quality texts while in lockdown. 2</i>
6	<i>Social skills and well-being of children lower during lockdown. Evidenced through Leuven Scales and classroom observations</i>

## 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
Improve Reading attainment among disadvantaged children	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

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	<ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Quantitative data from Boxall Profiles show a significant increase in pupils's social and emotional needs, particularly among disadvantaged pupils</li> </ul>
Pupils reach end of year targets as set in relation to prior attainment (such as EYFS/KS1 outcomes) as well as aspirational outcomes.	Pupil progress – assessment cycle is in place. Analysis of assessment information as tool for supporting T&L and improving progress, leading to improved outcomes.
For pupils with EAL to be effectively supported.	EAL pupils make good progress and reach expected targets at the end of KS1 or 2
Pupils with SEMH needs are well supported both in class and through pastoral provision	Pupils with SEMH access their core learning and make good progress, reaching expected targets at the end of KS1/2
Pupils with SEN are well supported across the curriculum and identified targets are met	Pupils with SEND achieve end of year personal targets as well as work towards end of key stage targets identified on provision plans.
Pupils participate in environment led learning opportunities	Pupils have participated in curriculum activities based outside, using the school environment and other community based facilities. These activities have supported success in the curriculum outcomes.
Access to additional / extracurricular opportunities	Increased support for pupils through provision of enrichment and extra-curricular activities. Pupils will have accessed at least one term of additional curricular activity. These activities have supported success in the curriculum outcomes.

## 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: £5042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD programme on curriculum, subject leadership and SEND National College subscription Kent CPD Subject leader conferences	Staff well-equipped to meet the needs of all learners through improved inclusive practice. Subject Leaders well equipped to lead their subjects and make effective use of monitor and data to improve standards in their subject	1, 2, 4, 5
Ongoing Improve the quality of social and emotional learning through the	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	3, 6

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<p>purchase of a whole school PSHE and RHE scheme (Heartsmart)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Signed up to the Nurture Programme - Nurture UK Kent</p>	<p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>2022-23</p> <p>Purchase of standardised diagnostic assessments through Testbase.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,4,5
<p>Ongoing</p> <p>Purchase and utilise the NELI programme to improve language and early literacy skills for pupils in Year R (including those who have EAL)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4,5

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

Budgeted cost: £463.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2022- 2023</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>(School-led tutoring = £1458+900)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	all
<p>Each year</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1, 2, 4,5

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spoken language skills. (Speechlink and Language link)	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Ongoing Curriculum Leader receives a half-day non-contact time each week to monitor and take action to further develop reading	Reading curriculum is embedded across the school Pupils make expected or better progress in reading	1, 2, 4,5

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

Budgeted cost: Estimated £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2022-23</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Focus on trauma informed practice, ACEs and Paul Dix 'when the teachers change' programme.</p> <p>New positive behaviour policy</p> <p>2023-24</p> <p>Staff CPD on Trauma and positive behaviour</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	all
<p>Ongoing</p> <p>Additional hours for TA (20hours per week). Improve the wellbeing of children across the school. For focussed support for the children that need this support. Training for TAs in wellbeing strategies.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf 2 5 (educationendowmentfoundation.org.uk)</p>	3,6
<p>New HLTA employed to provide further release time for AHT as well as consistency for all pupils to receive the same cover each week</p>	<p>Consistent approach of familiar adults supports children.</p> <p>Frees up time for SENCO to work on PP strategies</p> <p>AHT release time allows for further leadership support across the school.</p>	all