

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Brookside Primary School
Number of pupils in school (not including nursery)	298
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Nick Cornell
Governor lead	Richard Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74595
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£82860

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Pupils at Brookside School, especially those who are disadvantaged, will make expected (or better) progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted intervention. We aim for all disadvantaged children, particularly those with SEND needs, to have access to a wide range of interventions.

We will provide quality first teaching in every class, for all children. We will provide additional learning support in each year group focusses on overcoming gaps in learning. All of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. We will provide support to parents on how to support their children at home with their home learning, particularly reading.

We will aim for disadvantaged pupils to increase their attendance at school enabling them to experience the full learning experience at Brookside. Their parents will receive support from the Home School Link Worker if needed. We will provide behaviour support for children both at home and at school and will utilise support available from Oxfordshire County Council or other agencies if appropriate.

We will ensure that all pupils, including those who are disadvantaged, have access to a wide range of enrichment experiences both in and out of school, which will have a positive impact on their academic achievement and well-being and develop cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths. Reducing the impact of the Covid closure of school on the academic progress and achievement of disadvantaged pupils
2	Impact of low on entry starting points in Nursery and Reception. Entry points tend to be lower for disadvantaged pupils when compared to their peers
3	Many disadvantaged children also have SEND needs – mainly CL, CI and SEMH needs

4	Some disadvantaged children have a lack of independent learning skills and have a low resilience or learning skills to solve problems independently both in and outside school. The PP children do not have the rich and varied experiences of non PP children
5	Attendance of some disadvantaged children is below Government expectations. With support from the HSLW these parents need support to ensure that their child's attendance improves and reaches 96%
6	Life experiences of some disadvantaged children are limited compared to their peers. Therefore their experiences and the vocabulary linked to this is lower than their peers.

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
Pupil Premium children will make good or better progress in reading, writing and maths Disadvantaged children have 'caught up' following the disruption to their education from covid-19	Children have made progress and achievement in line with their targets and in line with their peers Disadvantaged children are achieving in line with their peers in RWM
Disadvantaged children are supported to make accelerated progress in their learning skills in Reception and Y1 to ensure that they achieve in line with their peers	Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing and maths
High quality provision is provided for disadvantaged children who also have SEND needs	Children are well supported in their SEMH needs through use of the HSLW and Learning Mentors (measured by Boxall) Children are well supported by high quality teaching and targeted academic support to ensure that they achieve in line with their peers in RWM despite SEND in CI and CL
PP attendance to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)	Attendance of identified disadvantaged PP pupils increases and the gap in attendance between PP and non-PP narrows. Over time there is a minimal difference between attendance of PP and non-PP children.
For Pupil Premium to enjoy the wide range of enrichment activities on offer at Brookside	PP children will be actively encouraged to join after school clubs. Discounts in line with our charging policy will apply to PP children attending residential visits to support those families. All children will attend day visits.

For disadvantaged pupils to experience the full curriculum and further expand their cultural capital

For quality first teaching to ensure that disadvantaged children are able to access lessons and that their past experiences do not impede them when compared to their peers.

Teachers will carefully consider experiences for disadvantaged pupils.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff meeting to look at internal progress data, particularly of PP children	<p>Giving teachers the opportunity to consider the PP children and their achievement and progress which they need to make.</p> <p>Opportunity for teachers to plan carefully the groups for support and possible children for tuition</p>	1
Teacher and TA meeting in EYFS to monitor entry/baseline of children and plan the interventions which will support those children in catching up with their non-PP peers	<p>Careful consideration of entry data and ensuring that all staff are aware of the 'target' children for the academic year</p> <p>By ensuring that all staff have a good knowledge of who these 'target' children are will mean that they can concentrate on supporting them during continuous provision and small group activities.</p> <p>Teachers to carefully consider how to support children whose life experiences are limited compared to their peers.</p>	2 / 6
The teacher in charge of SEND and the PP leader will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – oral language interventions consistently show positive impact on learning</p>	3/4
Teachers and teaching assistants to meet during assembly time to discuss PP and SEND children	<p>MITA/MPTA highlights the importance of conversation between teacher and TA. The use of the assembly time at least once per week for teacher and TA to discuss the children who have been supported and the next steps needed in their interventions or class support will lead to better quality first teaching for the children</p> <p>Teachers and TAs will be able to plan teaching which allows for children to be well supported during English reading, writing and maths lessons</p>	1/2/3

	because the adults know the gaps in their learning and the next steps in learning. Sutton Trust – quality first teaching has direct impact on student outcomes	
Teacher appointed to work with Y5/6 cohort to allow for catch up and for the attainment gap to be reduced in reading, writing and maths	Following analysis of Pupil Premium internal data from June 2021 we have identified the needs of our current Y5/6 cohort. Careful assessment of learning will take place for the current Y5/6 children and small groups planned for an additional teacher working with children three days per week.	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to be carefully chosen for targeted intervention in and outside the classroom or tutoring during the school day or after school	Small group or 1:1 support during art lessons allow the teacher to provide the support to the targeted children Small group support and tutoring has led to personalised curriculum being provided to children to close the gaps in their learning and to support them in making better progress. Specific support during English reading, writing and maths lessons for pupils by adults who know their next steps well EEG guide to pupil premium – teaching is the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	1/2
1:1 pupil progress meetings to take place with teachers (HT, DHT, Phase Leader)	Time for ongoing professional dialogues regarding further support for these children will support teachers plan for PP children There is opportunity for a collective responsibility for PP children's progress to support them in making accelerated progress. Staff will develop a better understanding of the PP children, their barriers to learning and strategies needed to meet their educational, SEND and SEMH needs	1/3
Tutoring to take place for children from Y1-Y6	Having run tutoring for a number of years in Y5/6 tutoring has now been rolled out to PP children across Y1-Y6. This will continue this academic year for children carefully selected by teachers	1/2/3

Class teachers to be provided with time during the school day to work with PP children	Teachers to work with children during specialist art lessons to address misconceptions from RWM lessons and close the gaps in their learning	1/2/3/4/6
Children in Y3/4 to be provided with targeted reading support from ARCh	Children to spend one hour per week completing reading and vocabulary activities and games with Assisted Reading for Children (ARCh) volunteers	1/4/6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phone calls to parents whose child's attendance is falling below 96%	Regular reminders to parents of the importance of good attendance will ensure that PP children are in school. Support to be offered to parents of PP children whose attendance is poor from the HSLW and possible referral to OCC	5
High quality school visits to be planned to enhance the curriculum, including residential visits for pupils in Y4 and Y6	Children who attend these visits will have an enhanced knowledge and understanding of the world and they will experience activities which provide them with opportunities outside their life Some families are unable to make the voluntary contribution, so some PP funding will be used to provide for these pupils Ofsted and LOTC research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils EEF guidance shows that sports participation increases educational engagement and attainment	4
Learning Mentor and HSLW time will be spent supporting children with their independent learning skills	The Learning Mentor programme will support children with their independent learning skills and SEMH needs – the bespoke interventions have a positive impact on the pupil's ability to be ready to learn HSLW to use parenting programme to support parents with the children's home life. This can be the 12 session programme or a shorter programme targeting individual areas of home life	3/4
Positive relationship policy to be refreshed with staff	Following the introduction of the Positive Relationship Policy in September 2019 there has been disruption caused by COVID. The action plan to roll this out and embed it will be refreshed now that the school is operating as a whole school without the need for 'bubbles'.	3/4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, assessments did not take place in 2019-2020 or in 2020-21 academic year. Therefore there are no national assessment to report.

Internal assessment took place in June 2021. Achievement and progress can be seen in the internal school data for all children, including disadvantaged children.

Assessment which was conducted in the autumn and following the reopening of the school in March 2021 was used to decide on how children achieved additional support during the last academic year.

	Desired outcomes and how they will be measured	Success criteria
A	All PP children to make good progress in reading, writing and maths	PP children to achieve in line with non PP children across the school
B	Increase in the number of PP children working at the expected level and above the expected level in reading, writing and maths	Increase in the number of PP children working at the expected level and above the expected level. Differences between PP children and other pupils are diminished
C	Improved oral and written language skills for PP pupils in reception classes	GLD for PP pupils to be in line with non PP children in speaking and listening and writing and reading skills at the end of Reception
D	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
E	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from non-disadvantaged backgrounds	Pupil feedback case studies and parental feedback

Outcome A and B

Tutoring and small group support was completed by the teacher and teaching assistant working in each class and this allowed targeted disadvantaged children to make good progress in closing the gaps in their knowledge and understanding.

Phonics booster programme took place for children in Y2 and then children in Y1. Outcomes matched national levels in November 2020.

Art sessions allowed class teachers to support children in small groups or 1:1 during these sessions. This allowed teachers to plug gaps in the children's knowledge and understanding each week in reading, writing and maths.

Outcome C

Talkboost and the Nelly programme was completed with children in EYFS to support children with their speaking and listening skills. This supported these children in developing their writing and reading skills before they completed their year in Reception.

Outcome D

Attendance was a key focus during the last year. Attendance was monitored by the office staff and school leaders and phone calls made to offer support to families. Support was offered to families by the Home School Link Worker who started in post in April 2021. Attendance was 96.41% for the whole school and 94.7% for the PP children.

Outcome E

There was limited opportunities for enrichment activities during the last academic year due to COVID-19. Some school visits took place in some year groups which included all children. Extra-curricular clubs were unable to take place due to the school operating in 'bubbles'.

Externally provided programmes

No new programmes were purchased in the last academic year. Programmes listed below are programmes which we continue to offer.

Programme	Provider
RWI	OUP
White Rose Maths	White Rose Maths

Service pupil premium funding

This information is provided for the children at Brookside who are service pupil premium eligible pupils – this is less than five pupils.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional pastoral support was provided to those pupils eligible for service pupil premium.
What was the impact of that spending on service pupil premium eligible pupils?	Children eligible for service pupil premium had a positive school experience and achieved well academically

