

Pupil premium strategy statement – Brookside Primary School

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
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	23% (68)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Nick Cornell
Pupil premium lead	Nick Cornell
Governor / Trustee lead	Richard Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£10,005
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>	£104,185

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 excellent 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 excellent teaching in every class, for all children. We will provide additional learning support in each year group focussing 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. For disadvantaged pupils with SEND we will provide adaptations to our teaching to ensure that they make progress against their outcomes.

We will provide support to parents on how to support their children at home with their home learning, particularly reading.

We will provide additional support to disadvantaged pupils who are not making expected progress with their reading through the use of a high quality phonics programme. This will include children taking part in a daily phonics lesson, 1:1 tutoring and phonics catch up for pupils in KS2 who are still needing support.

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. This will include ensuring that all children have the opportunity to take part in at least one residential visit whilst they are pupils at Brookside Primary School.

We will ensure that all children, including disadvantaged children, have the opportunity to take part in curriculum art lessons taught by an art specialist. This will give children the opportunity to experience high quality lessons with an expert teacher.

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.
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.
5	Attendance of some disadvantaged children is below Government expectations. With support from the HSLW work with parents 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 life experiences is often 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
<p>Pupil Premium children will make good or better progress in reading, writing and maths</p> <p>Disadvantaged children who are achieving below ARE will make accelerated progress to become closer to ARE</p>	<p>Children have made progress and achievement in line with their targets and in line with their peers</p> <p>Disadvantaged children are achieving in line with their peers in RWM</p>
<p>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</p>	<p>Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing and maths</p>
<p>High quality provision is provided for disadvantaged children who also have SEND needs</p>	<p>Children are well supported in their SEMH needs through use of the HSLW and Learning Mentors (measured by Boxall)</p> <p>Children are well supported by high quality teaching and targeted academic support to</p>

	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.
Disadvantaged pupils will achieve good progress and attainment with early reading during their time at Brookside.	Children will receive high quality phonics using RWI lessons. Children who are not making expected progress will be given additional phonics tutoring sessions. Pupils in KS2 who need continued support with phonics will be supported using Fresh Start Parents will be invited to at least two sessions a year of how to support their children with early reading and reading at home Disadvantaged parents will be actively encouraged to attend these sessions

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: £79,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>RWI Phonics programme to be embedded throughout the school.</p> <p>Training to be provided to all staff</p>	<p>RWI training to be provided to update staff skills in delivering RWI</p> <p>Reading Leader to ensure monitoring of RWI outcomes throughout the year and modify the teaching of Phonics to ensure good progress and attainment</p> <p>RWI tutoring to take place alongside coaching by the Reading Leader</p> <p>Careful monitoring of phonics outcomes for pupils until they have completed the programme</p> <p>The Reading Leader and SLT will work with Ruth Miskin Training to ensure that good progress is made towards this outcome during this academic year</p>	<p>1 / 2 / 3</p>
<p>Staff meeting to look at internal progress data, particularly of PP children</p>	<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>	<p>1</p>
<p>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>	<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>	<p>2 / 6</p>
<p>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>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see TAs 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>	<p>3/4</p>
<p>Teachers and teaching assistants to meet during assembly time to discuss PP and SEND children</p>	<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</p>	<p>1/2/3</p>

	<p>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 because the adults know the gaps in their learning and the next steps in learning.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p>	
<p>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</p>	<p>Following analysis of Pupil Premium internal data from June 2023 we have identified the needs of our current Y5/6 cohort.</p> <p>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.</p>	1

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

Budgeted cost: £15,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children to take part in RWI lessons as part of excellent teaching</p> <p>Children who need additional support to be carefully chosen through monitoring to take part in 1:1 tutoring or RWI Fresh Start</p>	<p>Children who do not make expected progress or who need additional support in order to reach expected attainment levels will be selected for RWI 1:1 tutoring</p> <p>Children who continue to need additional phonics support in KS2 will receive support through Fresh Start.</p>	1 / 2 / 3
<p>Children to be carefully chosen for targeted intervention in and outside the classroom or tutoring during the school day or after school</p>	<p>Small group or 1:1 support during art lessons allow the teacher to provide the support to the targeted children</p> <p>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.</p>	1/2

	<p>Specific support during English reading, writing and maths lessons for pupils by adults who know their next steps well</p> <p>EEG guide to pupil premium – teaching is the top priority</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p>	
1:1 pupil progress meetings to take place with teachers (HT, DHT, Phase Leader)	<p>Time for ongoing professional dialogues regarding further support for these children will support teachers plan for PP children</p> <p>There is opportunity for a collective responsibility for PP children's progress to support them in making accelerated progress.</p> <p>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</p>	1/3
Tutoring to take place for children from Y1-Y6	<p>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</p>	1/2/3
Children in Y3/4 to be provided with targeted reading support from ARCh	<p>Children to spend one hour per week completing reading and vocabulary activities and games with Assisted Reading for Children (ARCh) volunteers</p>	1/4/6

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

Budgeted cost: £9980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phone calls to parents whose child's attendance is falling below 96%	<p>Regular reminders to parents of the importance of good attendance will ensure that PP children are in school.</p> <p>Support to be offered to parents of PP children whose attendance is poor from the HSLW and possible referral to OCC</p>	5
High quality school visits to be planned to enhance the curriculum, including residential visits for pupils in Y4 and Y6	<p>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</p>	4

	<p>Some families are unable to make the voluntary contribution, so some PP funding will be used to provide for these pupils</p> <p>Ofsted and LOTC research demonstrates the importance of improving cultural capital, particularly for disadvantaged pupils</p> <p>EEF guidance shows that sports participation increases educational engagement and attainment</p>	
<p>Learning Mentor and HSLW time will be spent supporting children with their independent learning skills</p>	<p>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</p> <p>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</p>	3/4
<p>Positive relationship policy to be refreshed with staff</p>	<p>Following the introduction of the Positive Relationship Policy in September 2019 there has been disruption caused by COVID.</p>	3/4

Total budgeted cost: £104,185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessment took place in the academic year 2022 – 2023. It was used to carefully consider the impact of the pandemic on the academic and SEMH progress of children at Brookside.

Achievement and progress can be seen in the internal school data for all children, including disadvantaged children. This achievement data is used by teachers and school leaders to decide on how children received additional support during the previous academic year.

Intended outcome	Success criteria
<p>Pupil Premium children will make good or better progress in reading, writing and maths</p> <p>Disadvantaged children have 'caught up' following the disruption to their education from covid-19</p>	<p>Children have made progress and achievement in line with their targets and in line with their peers</p> <p>Disadvantaged children are achieving in line with their peers in RWM</p>
<p>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</p>	<p>Children who are disadvantaged are achieving in line with their peers, particularly in reading, writing and maths</p>
<p>High quality provision is provided for disadvantaged children who also have SEND needs</p>	<p>Children are well supported in their SEMH needs through use of the HSLW and Learning Mentors (measured by Boxall)</p> <p>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</p>
<p>PP attendance to be no lower than the attendance for non-PP children.</p> <p>For attendance to be 'good' compared to national attendance (96%)</p>	<p>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.</p>
<p>For Pupil Premium to enjoy the wide range of enrichment activities on offer at Brookside</p>	<p>PP children will be actively encouraged to join after school clubs.</p> <p>Discounts in line with our charging policy will apply to PP children attending residential visits to support those families.</p> <p>All children will attend day visits.</p>
<p>For disadvantaged pupils to experience the full curriculum and further expand their cultural capital</p>	<p>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.</p>

	Teachers will carefully consider experiences for disadvantaged pupils.
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Performance of disadvantaged pupils was monitored using the internal tracking system. Pupil progress meetings were used to ensure that teachers and school leaders had the opportunity to discuss outcomes for pupils throughout the academic year. At this stage provision was monitored and adapted over time.

Assessment took place three times throughout the academic year and question level analysis took place, with a particular focus on the next steps in learning for disadvantaged pupils.

Teaching assistants and teachers received training in interventions and classroom resources to support all pupils, but particularly the disadvantaged pupils in school.

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
RWI	OUP
White Rose Maths	White Rose Maths
RWI Development Days	Ruth Miskin Training

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.

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>

Additional support for the SPP children in their phonics understanding.

Additional pastoral support was provided.

The impact of that spending on service pupil premium eligible pupils

Children eligible for SPP had a positive school experience and achieved well academically.

