

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 | Brookland infant & Nursery School |
| Number of pupils in school | 277 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2022 |
| Date this statement was published | 26 th January 2022 |
| Date on which it will be reviewed | |
| Statement authorised by | Alison Atkinson |
| Pupil premium lead | Alison Atkinson |
| Governor / Trustee lead | Alison Worsley |

Funding overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £61,905 |
| Recovery premium funding allocation this academic year | £3,262.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £65,167.50 |

Part A: Pupil premium strategy plan

Statement of intent

- We recognise that children come from many different backgrounds and face individual challenges and barriers.
- Our school aims to provide the individualised support to overcome challenges and barriers in order to make sustained progress so that their attainment aligns to, or surpasses that of non- disadvantaged children in school and nationally
- We will do this through:
 - Robust diagnostic assessment
 - Ongoing high quality formative assessment
 - Appropriate challenge at all levels
 - Early intervention after identification of needs
 - All adults raising their expectations of what they can achieve.
- We aim to develop:
 - The children’s characteristics of effective learning
 - Self esteem
 - Independence
- We are raising awareness of the whole school plan for disadvantaged so that no opportunity is wasted.
- We aim to build Relationships with the families so that we work together for the benefit of the children
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- The key principles of our strategy are:
 - High-quality teaching
 - Individualised learning
 - Targeted support
 - Access to wider opportunities
 - Support for wellbeing and mental health

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low levels on entry of PPG pupils particularly in communication, literacy and language including poor vocabulary |

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| 2 | PPG pupils may exhibit social and emotional needs, which are often impacted on by chaotic home lives. |
| 3 | In KS1 not all PPG children who made ELG in R/W/M make sufficient progress to maintain expectations |
| 4 | Attendance for PPG children is slightly below that of non-PPG |
| 5 | Missed schooling due to Pandemic. Some PPG children did not engage well with remote learning |

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 |
|--|--|
| For all PPG children across the school to be able to express their Knowledge, feelings and experiences in an age appropriate way using a wide range of vocabulary | <p>The % of PPG children leaving EYFS reaching ELG for CLL and PAP will be higher than the % the baseline shows for September.</p> <p>Assessment meetings will evidence their growing vocabulary across the curriculum.</p> <p>Formal and informal observations will show that all children are using a wide range of vocabulary and that this is common across the school.</p> <p>Pupil voice meetings will show the growing confidence to use new vocabulary</p> <p>Teachers will be able to evidence the individual outcomes that meet the targets.</p> |
| <p>Accelerated progress for KS1 PPG children so that the gap is narrowed.</p> <p>To increase the percentage of PPG children achieving GLD regardless of baseline</p> | <p>The % of PPG pupils reaching EXS by the end of Year 2 will be maximised R - 66% W - 42% M - 58%</p> <p>The % of PPG pupils achieving GLD in Rec will be maximised with a greater proportion achieving ARE than were at baseline.</p> <p>The ambition is that 100% of PPG children will reach GLD as the actions are embedded across the school.</p> <p>Attainment for PPG children moving through the school will show sustained improvement</p> |

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| Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through nurture club, team lunch sessions and social skills sessions. | Parents will have fostered positive parenting strategies which promote well-being. Children's basic needs will be met and they will be ready to learn. Families will support the learning of the children more effectively. The mentoring programme will have an impact on engagement in class |
| Increased attendance rates for pupils eligible for PPG | Where attendance interviews have taken place and support given attendance improves to >90% |

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: £29,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> High Quality Teaching | <ul style="list-style-type: none"> Mixed ability groupings remove the ceiling for learning and pupils will be exposed to good role models of the learning possibilities. Immediate feedback and marking allows children to make accelerated progress. <p>Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk)</p> | 1 3 5 |
| <ul style="list-style-type: none"> Focused small group work with individual targets | <ul style="list-style-type: none"> Some focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will address any areas of misconception rapidly. <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 5 |
| <ul style="list-style-type: none"> Staff training CPD aligned with School Development Plan | <ul style="list-style-type: none"> Reading Phonics Curriculum Inclusion PSHE | 1 2 3 5 |

| | | |
|---|---|---|
| | Mastery learning EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) | |
| <ul style="list-style-type: none"> SLT developing pupil mentoring. | <ul style="list-style-type: none"> It is important to build trust between children who may be hard to reach and adults in the school. Allowing children time with a trusted adult to articulate their feelings after an incident increases their understanding of how to avoid situations in the future and, therefore, available for more of the learning time. Mentoring EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) | 2 |

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

Budgeted cost: £25,528

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> Teaching Assistants to work across both KS1 and EYFS to provide bespoke targeted interventions when needs identified. Robust teacher assessment has identified whole class, group and individual gaps in learning and provide individualised support to address these. | <ul style="list-style-type: none"> Pupil progress meetings show that increasing the number of children making good or better progress is a whole school target. Focusing on pupils eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers. Mixed ability groupings will remove the ceiling for learning and pupils will be exposed to good role models of the learning possibilities. Some focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress. Feedback EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) | 1 3 5 |
| <ul style="list-style-type: none"> 1:1 tuition from experienced TA | <ul style="list-style-type: none"> Intensive tuition on a daily basis keeps the individual knowledge / skill needed to progress as a high priority in the mind of the child. | 5 |

| | | |
|-------------------------|---|---|
| | <ul style="list-style-type: none"> • Immediate individualised feedback and opportunities to practice skills independently have the most impact on embedding them into the long term memory. Individualised Instruction EEF (educationendowmentfoundation.org.uk) | |
| NTP School led approach | Year 1 targeted children will make accelerated progress as identified through tracking and anecdotal evidence of smaller steps of progress | 5 |

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

Budgeted cost: £10,639.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Breakfast club for a family with poor attendance due to housing issues | Support tailored to individualised needs will be most effective. Parental engagement EEF (educationendowmentfoundation.org.uk) | 4 |
| Headteacher meetings with vulnerable families with poor attendance | | |
| <ul style="list-style-type: none"> • Continue the contract with All Sports Coaching to provide after-school and holiday activity clubs • A life booked for 2 days each year to provide Healthy eating and activity workshops to all children | <p>As a school we are proud to offer a selection of after school activities, WOW days and School outings. We aim to help pupils academically and socially.</p> <ul style="list-style-type: none"> • Mixing with existing friends in a new environment helps children learn to share and appreciate each other's talents and abilities. • Engaging with new friends and being in a productive environment helps strengthen confidence and independence. • Developing and succeeding in new activities helps build character and enhance strong leadership skills. | 2 |
| CHEXS <ul style="list-style-type: none"> • workshops • Coffee mornings • Parent workshops | <p>Evidence show that collaborative working with parents is the most effective way of supporting children</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 2 4 |

Total budgeted cost: £65167.50

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------|----------|
| SEN writing Software | Widget |