

Pupil premium strategy statement 2025 - 2028

This statement details our school's use of pupil 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 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	243
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Alison Atkinson
Pupil premium lead	Alison Atkinson
Governor / Trustee lead	Carly Curry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	60803.00
Early Years Pupil Premium	1795.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	62598.00

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
- 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 maths, literacy and language including poor vocabulary, and Understanding the World
2	PPG pupils may exhibit social and emotional needs, which are often impacted on by home lives where support is needed.

3	In KS1 not all PPG children who made ELG in R/W/ make sufficient progress to maintain expectations
4	Attendance for PPG children 2023 – 2024 was 6% below that of non-PPG (2% improvement on last year but still a focus)
5	Ongoing impact of the Pandemic seen in socialisation and resilience, particularly for Reception and Nursery

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 CL, LIT and UW will be higher than the % the baseline shows for September.</p> <p>Monitoring 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 subject specific 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>
Accelerated progress for KS1 PPG children so that the gap is narrowed.	The % of PPG pupils reaching EXS by the end of Year 2 in Reading Writing and Maths will be maximised.
To increase the percentage of PPG children achieving GLD regardless of baseline	<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 the % of PPG children reaching GLD will return to pre-pandemic levels as the actions are embedded across the school.</p> <p>Attainment for PPG children moving through the school will show sustained improvement</p>
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.	<p>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.</p> <p>Children will show that they are more emotionally literate. Specific barriers for individuals will be minimised</p>
For the School to work in closer partnership with parents and carers through regular meetings.	<p>The school will help the families support the learning of the children more effectively.</p> <p>The mentoring programme will involve more robust parent communication routes and this will have an impact on engagement in class</p>
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: £34,910

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>1 3 5</p> <p>£29,381.00</p>
<ul style="list-style-type: none"> CPD Support from TLA 	<ul style="list-style-type: none"> Focus on feedback strategies and scaffolding <p>Feedback EEF Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	

<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>	<p>1 5</p> <p>Included with HQT</p>
<ul style="list-style-type: none"> Staff training CPD aligned with School Development Plan 	<p>In order of priority</p> <ul style="list-style-type: none"> Phonics Writing Reading Curriculum Inclusion PSHE Mental Health <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 5</p> <p>£1300.00</p>
<ul style="list-style-type: none"> SLT and wellbeing team 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. <p>1 Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p> <p>£4229.00</p>

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

Budgeted cost: £13,912

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 to 	<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 	<p>1 3 5</p> <p>£4218.00</p>

identify whole class, group and individual gaps in learning and provide individualised support to address these.	<p>exposed to good role models of the learning possibilities.</p> <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. Immediate feedback and marking allows children to make accelerated progress. <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> 1:1 support 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. <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. <p>Individualised Instruction EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p> <p>£3670.00</p>
<ul style="list-style-type: none"> 1:1 mentoring in class from GC Sports 	<ul style="list-style-type: none"> Being able to respond quickly to a child's needs in creative ways helps them to continue to access the curriculum. This also gives them strategies to use independently when the mentor is not there. 	<p>5</p> <p>£3080.00</p>
School led approach to targeted interventions	Assessment of knowledge gaps and targeted interventions from experienced teachers helps children to catch up in literacy and maths so that they accelerate their progress in order to reach EXS.	<p>5</p> <p>£2944.00</p>

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

Budgeted cost: £ 13,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club for families in crisis	Support tailored to individualised needs will be most effective	£2470.00
Attendance support-staff collection to ensure children attend school	<p>Headteacher meetings with vulnerable families with poor attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	£380.00

Half-termly Attendance Lunch with SLT		£394.00
<ul style="list-style-type: none"> Contract with G.C Sports 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 Subsidising clubs for PPG where needed Nature Lunchtime Clubs to support children 	<ul style="list-style-type: none"> Targeting and funding disadvantaged children to access these clubs gives them opportunities to socialise, engage in team work and copy good leadership styles. 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. 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. 	<p>£1026.00</p> <p>£2000.00</p> <p>£860.00</p> <p>£1595.00</p>
<p>CHEXS</p> <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>	<p>2</p> <p>4</p> <p>£2679.00</p>
<p>Funding for external therapy for individuals. e.g.</p> <ul style="list-style-type: none"> Equine therapy Play therapy from Yellow Butterfly Room x 2 	<p>Impact reports will show the effectiveness of the support.</p> <p>Pupil progress meetings will evidence the soft data that shows emotional progress.</p>	<p>2</p> <p>£1872.00</p>
<p>Use targeted technology to support individual needs. Including but not limited to</p> <ul style="list-style-type: none"> individual chromebooks with speech to text capability. 	<p>Children will be able to evidence their knowledge of the curriculum using alternative methods.</p> <p>Assessment of skills and knowledge will be even more accurate leading to accelerated progress.</p>	<p>£500.00</p>

<ul style="list-style-type: none"> • Screens to mirror teaching screen • Sound buttons or similar 		
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Total budgeted cost: £62598.00

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 2023 to 2024 academic year.

Attendance

Attendance for targeted individuals showed improvement and this is now starting to show impact on progress.

Attendance for disadvantaged group improved

Spring Term 2023 84%

Summer term 2023 88%

Autumn term 2024 89%

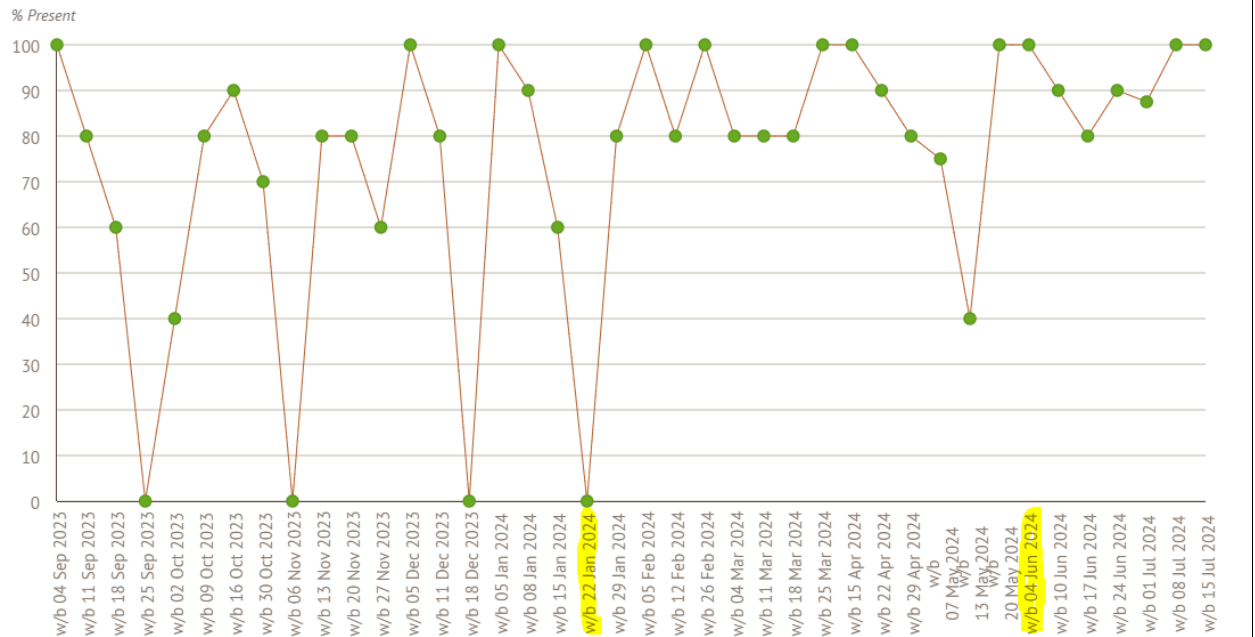
Spring term 2024 87%

Summer term 2024 89%

Attendance gap steady at 6% difference for the last 2 academic years

Child A

Highlighted dates when attendance conversations with parent took place



Assessments

EYFS	Baseline % at EXS	Summer % at EXS	Difference
Disadvantaged			
CL	54%	79%	Up 25%
Reading	46%	50%	Up 4%
Writing	39%	57%	Up 18%
UW	46%	29%	down 17%

	2022	2023	2024
PPG GLD	11%	40%	43%
Pre-pandemic GLD was 53%			
PPG GLD	Autumn Baseline		Summer
	31%		43%

Year 2 PPG	Baseline % at EXS	Summer % at EXS	Difference
Reading	11%	30%	Up 19%
Writing	11%	10%	down 1%
Maths	11%	20%	Up 9%

% GAP between PPG and Non-PPG End of KS1	2022	2023	2024*
Reading	20%	19%	47%
Writing	17%	10%	57%
Maths	36%	15%	57%

* The figures reflect a cohort with very specific challenges and should be read with the preceding table in mind with the progress made.

Writing remains a focus as this attainment was lower than predicted over all, and we need to maintain a consistent trajectory for PPG.

Teachers used formative assessments throughout the year to inform next steps in learning for individuals.

Regular pupil progress meetings throughout the year monitored the progress of children and the impact of interventions. Changes to targets and interventions were then planned.

Use of the additional teaching assistant in Year 1 to focus on PPG attainment showed impact and this will continue for them into year 2. The majority of PPG pupils passed the phonic re-take screening and those that did not still made big steps of progress.

Phonic screening 2023	2022	2023	2024
All	60%	73%	77%
Boys	59%	68%	73%
Girls	61%	79%	80%
PPG		14%	68%

3 x CHEXS referrals have supported families financially and emotionally - see impact report from CHEXS for details.

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
NELI	DfE
Wellcomm	
Bug Club phonics	Pearsons
Maths Mastery	NCETM
Essentials writing	HFL advisor
White Rose Maths	
Kapow for Art & design and D.T.	
Charanga for music	