

Pupil premium strategy statement 2022 - 2025

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	282
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Alison Atkinson
Pupil premium lead	Alison Atkinson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,015
Recovery premium funding allocation this academic year	£5,039
Early Years pupil premium	£2,394
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,448

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/M make sufficient progress to maintain expectations
4	Attendance for current PPG children is 8% below that of non-PPG
5	Gaps in learning due to Pandemic.

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, 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	<p>Parents will have fostered positive parenting strategies which promote well-being.</p> <p>Children's basic needs will be met and they will be ready to learn.</p>

partnership with the school. The children express their feelings and emotions through nurture club, team lunch sessions and social skills sessions.	Children will show that they are more emotionally literate. Specific barriers for individuals will be minimised
For the School to work in closer partnership with parents and carers through regular meetings.	The school will help the families support the learning of the children more effectively. The mentoring programme will involve more robust parent communication routes and this 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: £30,747

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. Feedback EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk)	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	1 5
<ul style="list-style-type: none"> Staff training 	In order of priority <ul style="list-style-type: none"> Phonics Writing 	1 2

<ul style="list-style-type: none"> CPD aligned with School Development Plan 	<ul style="list-style-type: none"> Reading Curriculum Inclusion PSHE Mental Health Mastery learning EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	3 5
<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. 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: £38,291

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)	1 3 5

	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
<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. <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)	5
NTP School led approach	Assessment of knowledge gaps and targeted interventions from an experienced teacher helps children to catch up in literacy and maths so that they accelerate their progress in order to reach EXS.	5

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

Budgeted cost: £6,410

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 Headteacher meetings with vulnerable families with poor attendance. Parental engagement EEF (educationendowmentfoundation.org.uk)	4
<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 	Evidence show that collaborative working with parents is the most effective way of supporting children Parental engagement EEF (educationendowmentfoundation.org.uk)	2 4
Funding for external therapy for individuals. e.g. Equine therapy	Impact reports will show the effectiveness of the support. Pupil progress meetings will evidence the soft data that shows emotional progress.	2

Total budgeted cost: £75,310

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 2021 to 2022 academic year.

<p><u>Attendance</u></p> <p>Attendance for targeted individuals showed improvement and this is now starting to show impact on progress.</p> <p>Attendance for disadvantaged group improved</p> <p>Spring Term 2022 85%</p> <p>Summer term 2022 88%</p> <p>Autumn term 2022 91%</p> <p><u>Assessments</u></p> <p>EYFS GLD 8% PPG plus 50% GLD</p> <p>Reading 25%</p> <p>Writing 13%</p> <p>Maths 50%</p>

This was higher than the baseline.

KS1

Phonic screening 42% pass

Reading 28% made accelerated progress so that 55% reached EXS

Maths 10% made accelerated progress so that 40% reached EXS This is loosely aligned to the targets set.

Writing remains a focus as this attainment was lower than predicted across all children, including PPG.

Writing 7% made accelerated progress so that 17% reached EXS

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

On returning to regular full-time school, many children were missing essential, basic elements in their writing, eg. Full stops, capital letters, etc. They also showed a lack of stamina for longer pieces of writing. In the first term classes focussed on re-establishing expectations for secure sentences, but recognised that stamina needed to be 'rebuilt' whilst continuing to prioritise the quality of the content of children's writing.

Regular pupil progress meetings monitored the progress of children and the impact of interventions; changes to targets and interventions were then planned.

NTP school led tutoring – we encountered some challenges. Finding a Tutor with relevant experience was tricky and although they supported the learning for the PPG in the year group, there wasn't as much accelerated learning as expected. Using our own staff would now be preferable.

End of year data suggests that most pupils have made progress throughout the academic year in all three core subjects as well as phonics, however this needs to accelerate in order for the gaps to continue to close for Pupil Premium and non pupil premium pupils.

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	
Wellcomm	

Bug Club phonics	Pearsons
Maths Mastery	NCETM
Securing EXS for all in English	HFL advisor