

Pupil premium strategy statement

December 2021 – December 2024

Review date: December 2022

School overview

Detail	Data
School name	Brookhurst Primary School
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	1years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Stanton Head Teacher
Pupil premium lead	Emma Hugill
Governor lead	Jonathan Turton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,110
Recovery premium funding allocation this academic year	£ 5,510
School-led Tutoring Grant	£ 3,847.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 66,467.50

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use the three-tiered approach recommended by the EEF which is: high quality teaching, targeted support and wider strategies.

Although there are common barriers to learning for disadvantaged pupils such as lack of confidence, resilience and attendance issues, we recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students'.

We will further develop our First Quality Teaching through focused CPD for our Teaching Team.

The key principles of our strategy:

- Decisions about progress and attainment are based on forensic analysis of data and use of diagnostic tools to support individual pupils
- Mental health and Well-being are improved for all pupils
- High quality teaching
- Disadvantaged pupils are provided with opportunities for enrichment

Whilst our strategy adopts the recommended EEF tiered approach we recognise that it will, inevitably, vary from year to year as the school's and children's priorities change. We will focus on a small number of strategies that commensurate with our school development plan.

Challenges

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

Challenge number	Detail of challenge
1	The progress and attainment of the pupil premium children at expected standard and above, is lower than that of the non-pupil premium cohort. Whole school: 80% E2+, 16% A2+ Pupil premium: 59% E2+, 0% A2+
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies e.g.

	We have utilised PiXL Wellbeing and character analysis tools in all year groups to identify our strengths and areas for development and have identified focus elements for staff to address within the curriculum.
3	For many pupils there has been a lack of enrichment opportunities during school closure. This has had an impact on the mental health and wellbeing of disadvantaged pupils.
4	The overall attendance of our pupil premium children is lower (-5%) than our non-pupil premium children, with a higher rate of authorised absence.

Intended outcomes

This explains the outcomes we are aiming for by our next review date, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment of pupil premium students in all year groups	Years 1-6 outcomes in 2022 demonstrate that: <ul style="list-style-type: none"> more than 80% of disadvantaged pupils met the expected standard in line with our aspirational target for all children
To achieve and sustain improved mental health and wellbeing for pupil premium children.	Sustained high levels of wellbeing from 2021/22 evidenced by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys, teacher observations, and PiXL strategies (TCCs and HQ)
Increased opportunities for enrichment, activities and basic life skills for pupil premium students.	Our curriculum reflects a wide range of activities to support this intended outcome evidenced by: <ul style="list-style-type: none"> triangulated monitoring activity (planning and delivering, pupil voice and evidence)
To achieve and sustain improved attendance for our pupil premium children.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for pupil premium children is equal to or greater than non-pupil premium children

Activity in this academic year

This details how we intend to spend our pupil premium, recovery premium and school-led tutoring grant in 2021/22 to address the challenges listed above.

High Quality Teaching (Tier 1)

Budgeted cost: £ 66,467.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify gaps in learning through forensic analysis of formative and summative assessment.	PiXL provides high quality diagnostic tools, strategies and resources available through a digital platform. This is used for assessment, planning, interventions. PiXL Subscription Benefits (PiXL)	1
Promote and explicitly teach identified areas of development in SEMH (mental health and wellbeing)	Research stresses that Social and Emotional Learning is especially important for children from disadvantaged backgrounds who, on average, have weaker SEMH skills at all ages than other children. Improving Social and Emotional Learning in Primary Schools (EEF)	2
Teaching team plan for and develop a range of well-structured, collaborative learning opportunities for pupils	There is evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. Collaborative Learning Opportunities (EEF)	1,2,3
Provide meaningful feedback to pupils which suits the needs of the learners and enables them to recognise their strengths and give them the information that they need to improve	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Feedback (EEF)	1
Teach maths mastery for all children across all year groups	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may	1

	<p>be left behind, with gaps of misunderstanding widening.</p> <p>Mastery Learning (EEF)</p>	
Provide opportunities for peer tutoring	<p>Studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.</p> <p>Peer Tutoring (EEF)</p>	1,2,3
Deliver regular phonics provision in EYFS, KS1 and to those who will benefit in KS2 using 'Little Wandle Letters and Sounds' and other appropriate resources	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Phonics (EEF)</p>	1
Attend National College webinars to undertake relevant CPD which supports improved understanding relating to the intended outcomes for all staff	<p>The National College offers the opportunity to continue CPD, have high-quality and up-to-date CPD, whilst being able to access it remotely.</p> <p>National College Testimonials</p>	1,2
Plan for and deliver a high quality, well-planned and relevant education which extends pupils' knowledge and understanding whilst addressing identified gaps in learning	<p>All evidence from the EEF acknowledges that high quality teaching is the most important tool schools have to improve outcomes for all pupils.</p> <p>Improving Literacy in KS2 (EEF)</p> <p>Improving Literacy in KS1 (EEF)</p> <p>Improving Maths in KS2 (EEF)</p> <p>Improving Maths in KS1 (EEF)</p>	1,2,3
<p>Implement 'No More Marking' in order to:</p> <ul style="list-style-type: none"> - Track progress - Improve moderation skills of the teaching team - Benchmark our pupils against national data 	<p>A network of over 1000 schools who collaborate on judgement of writing in a targeted and efficient way.</p> <p>No More Marking – Comparative Judgment (No More Marking)</p>	1

Targeted academic support (Tier 2)

Budgeted cost: TA Hours + £ 3,847.50 Schoo-led Tutoring Fund

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group support from Teaching Assistant Interventions	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>Teaching Assistant Interventions (EEF)</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p>Individualised Instruction (EEF)</p>	1,2
Small group tuition from Teaching Team (including NTP)	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>Small Group Tuition</p>	1
Targeted assessment and feedback from teacher	<p>More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>Targeted Support (EEF)</p>	1

Wider strategies (Tier 3)

Budgeted cost: £66,467.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students provided opportunities to participate in arts (drama, music, trip, dance)	Arts Participation	2,3
Regular Forest School sessions	Outdoor Adventure Learning	2,3
Students engage in regular and specialist Physical Activity (see sports premium plan for additional information)	Physical Activity	2,3
Promote and actively engage parents (school forum, parents forum, SEN parents forum, workshops, parent consultations)	Parental Engagement	4
Engage with and promote Public Health Campaign (health and wellbeing topics)	Compass - Health and Wellbeing support for Warwickshire Families	2,3,4
Retain a 'contingency fund' for rapid response requests e.g. trips, wellies, appropriate clothes for trips	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

Total budgeted cost: £66,467.50

Pupil premium strategy outcomes

Last academic year saw our highest number of children in receipt of pupil premium. This may be as a result of changes in circumstances for many families due to Covid-19, as well as an improved awareness of the support and parent engagement. In total, 9.5% of our pupils at Brookhurst were in receipt of Pupil Premium which was lower than the national average of 17.3%.

The end of year outcomes for 2020-2021 are as follows:

	Reading		Writing		Maths	
All pupils	87% E2+	39% A2+	83% E2+	21% A2+	87% E2+	28% A2+
Pupil premium	71% E2+	11% A2+	69% E2+	0% A2+	69% E2+	3% A2+

The data shows that there was an average gap of 16% in pupil premium children achieving EXS, and an average gap of 24.6% in pupil premium children achieving GDS. The most significant gap is in attainment was in Maths which remains a focus for our school.

The data shows that 71% of our PP children achieved EXS in reading which is likely to be as a result of the extensive efforts invested in improving a love of reading and introduction of schemes such as 'Accelerated Reader' in 2019-2020.

Externally provided programmes

Programme	Provider
PiXL	PiXL
No More Marking	No More Marking

Further information (optional)

In addition to the strategies outline in this report, there are other activities that we implement to support disadvantaged pupils.

Children who have been identified by staff for counselling are given the opportunity to attend sessions with a counsellor. This is in line with our intended outcome to achieve and sustain improved mental health and wellbeing for pupil premium children.

In addition to counselling, we also provide welfare support where needed through the utilisation of Supermarket voucher schemes or support from local businesses.

As well as welfare support, families are offered financial support for school trips to ensure their children are provided with equal opportunities. This is in line with our intended outcome to provide Increased opportunities for enrichment, activities and basic life skills for pupil premium students.