

Brookside Primary 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	Brookside Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	9.8% (43/440)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -22, 2022-23, 2023-24
Date this statement was published	18/11/2021
Date on which it will be reviewed	18/11/2022
Statement authorised by	Grace Brown
Pupil premium lead	Grace Brown Headteacher
Governor / Trustee lead	Paul Saville Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,683
Recovery premium funding allocation this academic year	£6,212
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,895

Part A: Pupil premium strategy plan

Statement of intent

At Brookside our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by our vulnerable pupils, irrespective of their disadvantages, and endeavor to ease their schooling journey.

High-quality teaching is at the heart of our approach, alongside focused intervention groups in areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach is responsive to common challenges facing disadvantaged pupils, as well as addressing their individual needs. We hope that it will help bridge any academic gaps whilst supporting them in their personal well-being and allowing them to excel.

At Brookside we have a whole school approach to Pupil Premium; all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with phonics than their peers.
2	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with Reading development than their peers.
3	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with Numeracy skills than their peers.
4	Observations and discussions suggest that disadvantaged pupils often have struggles with their emotional well-being and mental health.

	Teacher referrals for support have increased during the Covid pandemic.
5	Discussions show that disadvantaged children often struggle to access the wider curriculum and enrichment activities. (Particularly so during the Covid 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
To improve phonics scores in KS1 among disadvantaged pupils.	Year 1 phonics test scores show improved results for our disadvantaged pupils. KS1 SAT Reading scores are improved in 2021/22.
To improve Reading attainment among disadvantaged pupils.	KS1 and KS2 SAT Reading scores show an improved percentage of disadvantaged children meet the expected standard.
To improve Maths attainment among disadvantaged pupils.	KS1 and KS2 SAT Maths scores show an improved percentage of disadvantaged children meet the expected standard.
To achieve and sustain improved well-being for all pupils (particularly our disadvantaged pupils)	Sustained high levels of well-being as demonstrated by ELSA feedback, attendance records and teacher observations.
To ensure a high percentage of disadvantaged children take part in enrichment activities.	Attendance figures on trips, in clubs and at Pre and Aftercare.

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: £21,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our Maths and English teaching.	<p>High quality intervention sessions run by qualified teacher. See children's books and test results – gaps analysis. £16,000</p> <p><i>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</i></p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p><i>The EEF guidance is based on a range of the best available evidence:</i></p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,3
Run Emotional Literacy Support (ELSA) sessions.	<p>Social and emotional skills of disadvantaged pupils are improved – see ELSA plans, notes and individuals progress scores. £5,131</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and emotional learning</p>	4
Run peripatetic music lessons for disadvantaged pupils.	<p>Allowing higher ability pupils to excel despite disadvantage. £540</p>	5

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

Budgeted cost: £18,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Additional reading, writing and maths interventions.	LSA intervention notes and assessment scores. Intervention maps across the school £14,966 <i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i> One to one tuition EEF (educationendowmentfoundation.org.uk) <i>And in small groups:</i> Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
KS1 additional reading and phonics interventions.	HLTA intervention notes, assessments. £4000 <i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i> Phonics Toolkit Strand Education Endowment Foundation EEF	1,2

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

Budgeted cost: £23,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Pre/aftercare activities for disadvantaged pupils.	£7,148 Improving attendance and allowing parents to work longer hours and therefore provide for children.	5
To purchase equipment to enhance the teaching of the curriculum both at home and at school due to the restrictions imposed by the Covid pandemic.	£6,000 Allowing access for all through laptops and additional learning resources.	
Provide therapy and counselling	Horse therapy (PLB) £2,500	4, 5
Trips and residential	£1,750	4, 5

	Allowing pupils to afford school enrichment activities.	
School uniform	£1,500 Ensuring pupils are well presented and families do not have to worry about this payment.	4, 5
Milk	£1,000 Ensuring pupils have healthy supplements to their diet.	4, 5
Mid-day pupil supervision	£2,920 To run 'Happy lunchtimes' effectively.	4, 5
Contingency fund for arising issues	Funding set aside to respond quickly to arising needs. £440	All

Total budgeted cost: £63,895

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.

Last year we worked out our PP children and this can be found here:

[download.asp \(brookside.leics.sch.uk\)](http://brookside.leics.sch.uk/download.asp)

Details of impact can be found on this document.

Externally provided programmes

Programme	Provider
NA	