

# Pupil premium strategy statement – Brookside Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023, 2024, 2025
Date this statement was published	06/12/2023
Date on which it will be reviewed	06/12/2024
Statement authorised by	Grace Brown
Pupil premium lead	Grace Brown
Governor / Trustee lead	Paul Saville

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,464
Recovery premium funding allocation this academic year	£11,358
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£89,822</b>

# 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 at least 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. At Brookside we recognise that education holds the power to social mobility and we have a duty to ensure all children achieve their full potential.

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 Writing skills than their peers.

4	Observations and discussions suggest that disadvantaged pupils often have struggles with their emotional well-being and mental health.
5	Discussions show that disadvantaged children often struggle to access the wider curriculum and enrichment activities.

## 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 continued improved results for our disadvantaged pupils. KS1 SAT Reading scores are improved. To continue upward trend of PP pupils getting GD. Year 2 Phonic check shows PP pupils passed the check this time, if not in Year 1.
To continue 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 Writing attainment among disadvantaged pupils.	Overall writing attainment data shows an improved percentage of disadvantaged children meeting 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 working alongside the Mental Health support team, attendance records and teacher observations.
To ensure a high percentage of disadvantaged children take part in enrichment activities.	Attendance figures on trips, in clubs, in Pre and Aftercare and Peripatetic music lessons.

## 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: £1025

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision staff training	Supporting pupil wellbeing, encouraging engagement at school and the importance of attendance in education	4, 5
'Reading Eggs' reading intervention bespoke programme	Recommended by EEF <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Mental Health Support Teams in Schools	Recommended by the NHS <a href="https://www.leicspart.nhs.uk/mental-health-support-teams-in-schools">Mental Health Support Teams in Schools (MHST) - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)</a>	4, 5

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

Budgeted cost: £50,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led intervention	Recommended practices by the EEF: <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
TA-led intervention	Recommended practices by the EEF: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £38,342

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>ELSA</i>	Supporting pupil wellbeing, encouraging engagement at school and the importance of attendance in education	4, 5
<i>Happy Lunchtimes</i>	Providing pupil engagement in social activities during lunch. Encouraging team building.	4, 5
<i>Pre/Aftercare</i>	Improving attendance and allowing parents to work longer hours and therefore provide for children.	4, 5
<i>Peripatetic music lessons</i>	Ongoing engagement in the take-up of instrument tuition	4, 5
<i>Trips and residential</i>	Providing support for pupils to build their cultural capital	4, 5
<i>School uniform</i>	Enabling children to feel part of the school community through the shared uniform	4, 5
<i>Violence Reduction Network</i>	Working with older children, encouraging self-regulation and personal responsibility (violence is never the answer)	4, 5

**Total budgeted cost: £ 89,657**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over time, our PP children perform as well as non-PP children. Brookside endeavours to ensure our PP children are ready for the transitional phase to secondary school.

#### KS2 SATS - Reading

	Below	Not At Standard	At Expected	Greater Depth
PP	-	(1) 11.1	(6) 66.7%	(2) 22.2%
Non-PP	-	(5) 8.9%	(31) 55.4%	(20) 35.7%

#### KS2 SATS - Writing

	Below	Not At Standard	At Expected	Greater Depth
PP	-	(2) 25%	(3) 37.5%	(3) 37.5%
Non-PP	-	(3) 5.4%	(41) 73.2%	(12) 21.4%

#### KS2 SATS - Grammar

	Below	Not At Standard	At Expected	Greater Depth
PP	-	(1) 11.1%	(5) 55.6%	(3) 33.3%
Non-PP	-	(5) 8.9%	(24) 42.9%	(27) 48.2%

#### KS2 SATS - Maths

	Below	Not At Standard	At Expected	Greater Depth
PP	-	(2) 22.2%	(5) 55.6%	(2) 22.2%
Non-PP	-	(10) 17.9%	(24) 42.9%	(22) 39.3%

### KS1 - Reading

	Below	Age Related	Above Related	Age Related & Above
PP	(3) 50%	(2) 33.3%	(1) 16.7%	50%
Non-PP	(14) 25.5%	(32) 58.2%	(9) 16.4%	74.6%

### KS1 - Writing

	Below	Age Related	Above Related	Age Related & Above
PP	(3) 50%	(3) 50%	-	50%
Non-PP	(20) 36.4%	(31) 56.4%	(4) 7.3%	63.7%

### KS1 - Maths

	Below	Age Related	Above Related	Age Related & Above
PP	(3) 50%	(3) 50%	-	50%
Non-PP	(16) 29.1	(32) 58.2%	(7) 12.7%	70.9%

*Please note this data excludes pupils in our DSP (Riverbank)*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Mental Health Support Team	NHS

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a



**Further information (optional)**

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