



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 | 179 |
| Proportion (%) of pupil premium eligible pupils | 11% - 20 Children |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Rick Tavernor |
| Pupil premium lead | Rick Tavernor |
| Governor / Trustee lead | Ed Stephenson |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pupil premium funding allocation this academic year | £22640.50 |
| Recovery premium funding allocation this academic year | £2595 |
| 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 | £25,235.50 |

Part A: Pupil premium strategy plan

Statement of intent

At Brookside Primary School, we aim to provide inspiring, creative and collaborative learning opportunities where children are encouraged to reach their full potential. We are committed to providing the highest quality education for all children regardless of background and barriers to learning, in every aspect of school life. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy closely aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions matching pupil premium use with wider school improvements and improving readiness to learning.

We are also passionate about being an inclusive school and recognise that children's talents lie in a range of areas, not all reflected in the school league tables and other data sources. We want Pupil Premium children in our school to achieve academically, socially and emotionally.

Our Ultimate objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils to make good progress from their individual starting points.
- Ensure all children are able to experience wider opportunities as part of a balanced Curriculum.
- That all our children are happy and have positive wellbeing.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Attendance of disadvantaged children is below other children in school |
| 2 | High percentage of PPG children are also on the SEN register. (45%) |
| 3 | Outcomes in Maths - Maths progress in KS2 has declined between 2018 and 2019. Though there were specific reasons for the 2019 year 6 cohort outcomes it remains a highly prioritised area of the curriculum. Adoption of White Rose approaches coupled with EEF endorsed technology in "learning by questions" in Year 5/6 are meeting the challenge head on. Ensuring children are able to achieve greater depth in Maths through high challenge for those children that are capable / gifted. |
| 4 | Ensuring children catch up as quickly as possible post covid. Our most vulnerable and disadvantaged missed out on learning opportunities due to the |

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| | covid lockdown. As a result we have to ensure that catch up funding along with pupil premium funding narrows this attainment and experience gap rapidly. This is to be achieved through one-to-one and small group tutoring. It will also be achieved through other additional support such as learning by questions and further specific core subject interventions. |
| 5 | Not all PPG children are exposed to a wide range of experiences, have limited life experiences beyond their home and immediate community, creating a cultural capital disadvantage. |

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 |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All children to experience a wide range of experiences | Educational visits and visitors to school to launch topics of learning and consolidate learning are accessible for all |
| Enhanced teacher CPD DFE 2016 “standards for professional development” linking to implementing EEF guidance as subject leaders. | More opportunities for Cooperative style lessons throughout the curriculum. |
| Improved maths outcomes | Progress and attainment measures demonstrate that our work and subsequent activity is having positive impact on the gap between school and national data. PP children are progressing more in line with their individual starting points. Children enjoy maths. |
| Improved self esteem and confidence post covid EEF - Social and emotional learning +4 | Children benefit from well-developed Forest School provision every week which supports their post covid rehabilitation through connecting with each other and nature. |

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: £ 5478

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Introduction and training of 'Learning By Question' resource and tablets initially to Year 5/6 with following years to all Key Stage 2 to support effective delivery of high quality whole class maths sessions and feedback to improve learning. | Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence | 2,3,4 |
| White Rose maths training for all staff across the school. Endorsed by the DfE. | EEF - Metacognition and self regulation +7; Individualised instruction +4. | 2,3,4 |
| All teaching and support staff to access and complete 'Kagan Cooperative Structures Training' delivered by T2T Uk. Consistent approach Cooperative teaching across school. | See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' | 1,2,3,4 |

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

Budgeted cost: £ 9837

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| TAs are employed to lead a range of interventions with PPG children, 1:1, small group, in classroom and after school booster groups. SERI, Third Space Learning)one to one, after school boosters. | ' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress | 4 |

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

Budgeted cost: £ 16400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Funding for Y6 residential School trips Extra-curricular activities. | Sutton Trust parent power 2018 cultural capital – How Parents Use Financial and Cultural Resources to boost their children's chance of success. "The cost of some activities may be acting as a barrier for parents in lower socio-economic groups. | 5 |
| Weekly Forest school for all children. | Teaching children life skills such as resilience, team work and our values. Children are able to identify names of trees, light fires and use tools responsibly. Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence | 1,2,5 |

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| | <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> | |
| <p>TAs are employed to lead a range of interventions with PPG children, 1:1, small group Around wellbeing , understanding self and resilience.</p> | <p>' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> | |

Total budgeted cost: £ 31,715

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.

In the academic years 2019 – 20 and 2020 -21 during the lockdown periods, some of our PPG children were able to access our key worker school where they benefitted from small group sizes, access to teaching staff and resources and were able to interact with peers. Where PPG children were not able to, or chose not to, access our key worker provision, they were able to access live teacher led remote learning and were a key focus for staff. Where printing of teaching resources at home was not possible, packs were printed in school and either hand delivered or available for pick up at school.