Pupil Premium Report for Brookfield Community Primary School

Pupil Premium Spending

SUMMARY INFORMATION SEPTEMBER 2020			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	178	Total pupil premium budget:	£98,445
Number of pupils eligible for pupil premium:	75	Amount of pupil premium received per child:	£1320

SUMMARY INFORMATION APRIL 2021			
Date of most recent pupil premium review:	September 2021	Date of next pupil premium review:	July 2022
Total number of pupils:	185	Total pupil premium budget:	£96,715
Number of pupils eligible for pupil premium:	72	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

Good teaching and knowing our children are the most important levers to improve outcomes for disadvantaged pupils. At Brookfield Community Primary School we use our pupil premium funding in a variety of ways to raise the attainment of all our children- specifically our disadvantaged children.

We provide nurturing support for these children on a 1-1 or small group basis which ensures that they are ready to learn and able to access the school curriculum with fewer barriers.

All classes have at least 1 full- time TA who offers nurture as well as academic support and precision intervention at the point of need.

In phonics, specific ability groups, staff training and quality first teaching ensures accelerated progress to bring Y1 phonics results in line with national averages.

The core approach to pupil premium spending at Brookfield Community Primary School is to provide emotional support, intervention / small group support, and counselling on a needs basis for vulnerable children.

We use some of the funding to provide enrichment for the children- subsidizing visits and experiences including a residential visit.

- The overall aims of our pupil premium strategy:
    - To reduce attainment gap between the school's disadvantaged pupils and others nationally
    - To raise the in-school attainment of both disadvantaged pupils and their peers
    - To narrow the gap between a low baseline in reception to being broadly in line by the end of KS1 through early intervention in core subjects.
    - To prioritise well-being to ensure children are ready to learn and all children are able to access the curriculum

Assessment information

Due to coronavirus, we do not have assessment data available for the 2020/21 academic year.

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy		
Maths		
Understanding the world		
Expressive arts and design		

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading		
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths		

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading		
% making expected or better than expected progress in writing		
% making expected or better than expected progress in maths		

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Very low entry point in EYFS. Children start school well-below National Expectation. Communication and language is a barrier and most children have limited vocabulary and poor speech and language skills.

B	Very poor reading skills mean there is a need to develop early phonics skills to ensure more children achieve National Expectation by the end of Y1 or Y2 catch up.
C	Pupils' emotional well-being.

ADDITIONAL BARRIERS	
External barriers	
D	Several families with persistent absences and poor punctuality.
E	Home learning environment-not all parents are able to support learning.

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	To begin to close the gap in EYFS in all areas, specifically communication and language	• Staff well-deployed for well- managed and purposeful provision • Additional support (LA consultant) to develop the outdoor area in EYFS to make it a purposeful learning environment • Speech and Language Therapist using WELCOMM assessment and materials • Accelerated learning ensures the gap begins to narrow immediately-clear targets for Christmas, Spring and Summer. • Individual children identified and supported • High-quality teaching and learning
B	To sustain improved outcomes this reducing disadvantage for PP children particularly in reading	• Delivery of phonics is of high quality and shows impact in Rec and KS1 • CPD and monitoring of staff delivering phonics to provide a rich learning environment which impacts phonics standards-bringing us in line with national expectation. • Groups, catch up support and precision teaching support key children-high quality provision for all. Effective intervention in place and gap narrows.

C	Gap between PP children in school and non-PP children narrows in line with national averages	• Targeted support for pupils in Reading, Writing and Maths delivered by experienced teachers and TAs • ‘Talk for Writing’ strategy embedded across school • Teaching assistant support full-time to provide additional learning and emotional support during afternoons
D	Self-esteem, social and emotional well-being of pupils improves to enable then to become confident learners and build resilience.	• Parent and Family Support Worker employed providing nurture type support • PFSW provides signposting service to further support eg. CAMHS, CFWBS etc.

Reviewed expenditure for academic year 2020 - 2021

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To offer high quality nurture provision for children struggling emotionally	Impact of nurture provision helps children access all areas of the curriculum	To improve self-esteem, social and emotional well-being of pupils To enable pupils to become confident learners and build resilience. To work on aspirations and overcome barriers Pastoral support to overcome barriers	Experienced and highly trained Parent and Family Support Worker deployed	HT and SENDCo	Monthly meetings Termly Pupil Progress Meetings
				Total budgeted cost:	£17,091.00
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To provide a full time TA in each class £74,288	Adult support for daily activities, 1-1, IEP, learning plans, precision teaching. Small groups for phonics for more intensive support. Gap narrows between pp and non pp.	Academic support and adult intervention to improve teaching and learning outcomes.	Staff CPD. Appraisal targets for TAs to ensure accountability. Pupil progress meetings with teachers.	Teachers. HT appraisal	Pupil Progress Meetings Annually
Upgrade to Golden Hill silver package £950	Supporting very vulnerable children to manage emotions and get support to access learning	Match funded by the inclusion hub-which we are part of. Commitment to reducing the level of exclusions and support Several pupils demonstrate more extreme behavior impacting on their well-being and the well-being of those around them	Strategies implemented in school. Liaison and advice from GH.	SENDCO	Review with GH
				Total budgeted cost:	£950 + £74,288 = £75,454.00 (remainder of TA cost funded through school budget)
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Enrichment activities.	Pupils able to access a range of enrichment activities.	Specific children targeted to access the KS2 residential	Used to enhance learning and foster a love of literacy through theatre-speaking and listening skills, enjoyment-here to learn happily.	HT	Annually

Speech and Language Therapist	To provide intervention enabling pupils to achieve age-appropriate communication skills.	WellComm assessment is a nationally recognized programme. Increased capacity to support this area is needed. Children enter the setting well-below national averages	Initial baseline assessment Regular assessments to measure progress Review meetings termly	HT/ Phase Leader	Termly.
				Total budgeted cost:	£
Provision of breakfast including staff costs	To enable pupils to be ready-to-learn each morning.	Behaviour can be unsettled in the mornings. Many families struggle with morning routine.	Tracking of individual pupils using a case-study approach.	HT	Annually
				Total budgeted cost:	£2166.00

Planned expenditure for current academic year (2021 – 2022)

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				Total budgeted cost:	£19,000.00
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To provide a full time TA in each class	Adult support for daily activities, 1-1, IEP, learning plans, precision teaching. Small groups for phonics for more intensive support. Gap narrows between pp and non pp.	Academic support and adult intervention to improve teaching and learning outcomes.	Staff CPD. Appraisal targets for TAs to ensure accountability. Pupil progress meetings with teachers.	Teachers. HT appraisal	Pupil Progress Meetings Annually
Upgrade to Golden Hill silver package £950	Supporting very vulnerable children to manage emotions and get support to access learning	Match funded by the inclusion hub- which we are part of. Commitment to reducing the level of exclusions and support Several pupils demonstrate more extreme behavior impacting on their well-being and the well-being of those around them	Strategies implemented in school. Liaison and advice from GH.	SENDCO	Review with GH
				Total budgeted cost:	£950 + £74950 = £75,900.00 (remainder of TA cost funded through school budget)
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Enrichment activities. £1000 subsidy	Pupils able to access a range of enrichment activities.	Specific children targeted to access the KS2 residential	Used to enhance learning.	HT	Annually

Speech and Language Therapist £2500	To provide intervention enabling pupils to achieve age-appropriate communication skills.	WellComm assessment is a nationally recognized programme. Increased capacity to support this area is needed. Children enter the setting well-below national averages	Initial baseline assessment Regular assessments to measure progress Review meetings termly	HT/ Phase Leader	Termly.
				Total budgeted cost:	£3500.00