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	Brookfield Community Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 2022
Date this statement was published	21.2.22
Date on which it will be reviewed	21.7.22
Statement authorised by	Jill Lucas
Pupil premium lead	James Moss
Governor / Trustee lead	Christine Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,715.00
Recovery premium funding allocation this academic year	£5220.00
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	£101,935.00

Part A: Pupil premium strategy plan

Statement of intent

At Brookfield we strive to use our pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, academic research and our own assessment data show a variance in outcomes for disadvantaged pupils when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad, balanced and enriched curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes (listed below) is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills through a curriculum that is rich with experiences and access to extra-curricular activities run by external experts and our staff.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. To this end, we will also provide our children who have social, emotional and mental health needs the high-quality provision they require from appropriately trained adults. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for secondary school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Very low starting points on-entry
2	Social, emotional and mental health
3	Attendance and punctuality
4	Gaps in key learning
5	Behaviour for learning

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
Children to demonstrate improved early reading skills.	Children working within the school phonics programme make expected progress and the % passing the Phonics Screening Check is aligned with the national average.
Attainment by the end of reception is moving towards national expectations.	An increased number of pupils reach a '*good level of development*' by the end of the Reception year.
Pupils' emotional well-being is supported and increasingly positive.	Pupils receiving support demonstrate a positive mind set within school and engage with support provided.
Attendance increases towards national averages.	Attendance increases towards the national average.
Improvements in the behaviour of identified pupils are evident.	Behaviour incidents recorded within the CPOMS system reduce for identified pupils.

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: £ *38,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of Read Write Inc. Phonics programme	Government recommended approach – this programme is on the list of approved programmes for teaching of phonics.	4
Recruitment of additional senior leader to support T&L across school (in addition to other roles).	EEF states 'the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment'.	4

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

Budgeted cost: £ *43,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support learning within each class	EEF research states that additional adults in the classroom has a significant impact on progress when deployed effectively.	4 & 5
Speech and Language Therapist employed by school.	EEF research cites positive impact on children's learning.	1

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

Budgeted cost: £ *23,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for attendance officer to support attendance.	There is a strong correlation between high attendance and academic progress.	3
Family Support Worker (3 days per week) to act as Lead Professional for TAFs and provide intervention for children / families.	Maslow's research indicates that children cannot achieve cognitively unless other basic needs (behaviour, safety and love) are being met.	2

Total budgeted cost: £ *104,000*

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.

Due to COVID-19, performance measures were not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Internal assessments completed indicate that most pupils made expected progress during the academic year. When expected progress was not made, pupils benefited from structured interventions provided by teachers and support staff.

Approaches related to pupil and family well-being ensured that families were adequately supported and safeguarded through a turbulent period with numerous support referrals made; signposting carried out and interventions implemented.