Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	201
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 – 2025
Date this statement was published	01.09.22 (updated 11.24)
Date on which it will be reviewed	Termly – April 2025
Statement authorised by	Jill Lucas
Pupil premium lead	Jill Lucas
Governor / Trustee lead	Barbara Gardner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,155.00, £100,395, £68,523
Recovery premium funding allocation this academic year	£10,440, £10730, £5437
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	£113,595, £111,125, £73,960

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 focused 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 including through regular attendance at school.

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 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.	Pupils make expected progress and the % passing the Phonics Screening Check is aligned with the national average.
Attainment by the end of reception continues to be aligned with national and local averages.	A consistent 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 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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and embedding of synthetic phonics programme including provision of dedicated time for 'Reading Leader' role	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: £ 34,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partial funding for 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: £ 113,595

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 2022 to 2023 academic year.

Data for the end of Key Stage Two in 2023- 24 indicates that disadvantaged pupils achieved more highly than non-disadvantaged in Maths. In Reading and Writing, disadvantaged pupils did not perform as well as their peers. Attendance data for the year 2023 – 24 indicates that school attendance is above national average. Disadvantaged pupils’ attendance is the same as all pupils’ attendance. The school’s Family Support Worker provided valuable support for 35 families during the previous academic year including taking on the ‘Lead Professional’ role whilst providing ‘Early Help’.