

## Pupil premium strategy statement

This statement details Brooklands 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	Brooklands Primary School
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	March/July/Sept 2022
Statement authorised by	Peter Johnson Chair of Governors
Pupil premium lead	Christine Davy Headteacher
Governor / Trustee lead	Local Governing Body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,409
Recovery premium funding allocation this academic year	£3,625
School-led tutoring grant	£2,632
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,595
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45,295

# Part A: Pupil premium strategy plan

## Statement of intent

At Brooklands we are ambitious for all our children. Every effort is made to ensure that the extra funding is used to best effect, so it makes a strong impact on children's learning and emotional and mental health. Brooklands makes effective use of evidence-based practice.

Research from the Education Endowment Foundation (EEF) is used to support our decision making on the most effective approaches.

The EEF recommends:

### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

### Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

### Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Challenges

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

Challenge number	Detail of challenge
1	In some cases pupils eligible for Pupil Premium are not meeting age related expectations in reading, writing and mathematics.
2	Social and emotional issues for a small group of pupils eligible for Pupil Premium is having an impact on their readiness to engage with learning.
3	In some cases support at home is inconsistent (home learning completion, volume of reading at home).
4	In some cases access to sporting and cultural experiences is limited.

## 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
Increased proportion of pupils eligible for Pupil Premium achieving age related expectations.	Pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.
Social and emotional issues addressed for pupils eligible for Pupil Premium.	Fewer behaviour incidents recorded for these pupils on the school system.
Improved support for learning beyond the classroom.	Pupils eligible for Pupil Premium are supported with home learning.
Increased opportunities for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium experience planned enrichment activities.

## 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

Budgeted cost: £36,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupil assessment and feedback:</b> Assessment is used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in reading, writing and mathematics are used to identify pupils who would benefit from additional catch-up support.</p> <p>PiXL Primary purchased to support class teachers in effectively and accurately identifying gaps in learning across whole cohorts. Partnership data will allow schools to benchmark with other schools. Teachers will provide PiXL therapies linked to gaps in learning. (£36, 409 and school budget)</p> <p>SEND assessments purchased e.g. dyslexia screening to support teachers in effectively supporting pupils individual needs. (£347)</p>	<p>EEF: Assessment and feedback (+6 months)</p> <ul style="list-style-type: none"> <li>Evidence suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of the year. Providing high-quality feedback to pupils is integral to effective teaching. Equally gathering feedback on how well pupils have learned a topic is important to enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons.</li> </ul>	<p>1</p>

## Targeted academic support

Budgeted cost: £3, 510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group tuition:</b> High quality teaching is supported by targeted support to address gaps. These interventions are carefully targeted through identification and assessment of need. (£3,510)</p> <p>Teachers will provide PiXL therapies linked to gaps in learning. These will complement the work of the teacher and extend class-based teaching and learning.</p>	<p>EEF: Assessment and feedback (+4 months)</p> <ul style="list-style-type: none"> <li>Evidence suggests that the average impact of small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate work area. It can be used to ensure effective progress, or to teach challenging topics or skills.</li> </ul>	1
<p><b>Intervention programmes:</b> Intervention programmes are used to focus on pupils' social and emotional needs. Effective intervention follows assessment, which can be used to ensure support is well-targeted and to monitor pupil progress.</p> <p>Train an Emotional Literacy Support Assistant (ELSA). ELSA to deliver support programmes. (school budget)</p>	<p>EEF: Social and emotional learning (+4)</p> <ul style="list-style-type: none"> <li>The average impact of successful social and emotional literacy support programmes is an additional four months' progress over the course of a year. Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> </ul>	2

## Wider strategies

Budgeted cost: £950 (and school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Access to technology:</b> Pupils are able to access technology so they can learn effectively at home.</p> <p>Online programmes e.g. Mirodo Education purchased to support home learning. Teachers will provide focused support for home learning through setting personalised learning tasks linked to gaps in learning. (£950)</p>	<p>EEF: Technology</p> <ul style="list-style-type: none"> <li>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which pupils are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of knowledge. Technology can help teachers explain and model new concepts and ideas.</li> </ul>	3
<p><b>Enrichment activities:</b> Pupils are able to access a wide range of activities such as sports, music and drama that they might have missed out on during lockdown.</p> <p>Communication with pupils and their families to assess levels of engagement and barriers to attendance. (school budget)</p>	<p>EEF: Assessment and feedback (+3 months)</p> <ul style="list-style-type: none"> <li>Evidence suggests that enrichment activities can lead to an average of four additional months' progress over the course of the year.</li> </ul>	4

**Total budgeted cost: £41,216**

## 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 have not been published for 2020 to 2021, and 2020 to 2021.

PiXL comparisons with the national cohort demonstrate pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.

Tracking information during lockdown demonstrated pupils eligible for Pupil Premium were supported with home learning. In the small number of cases where this was not the case pupils were supported in school.

Due to COVID- 19 there was a reduction in the school club offer for all pupils. This is being targeted for the academic year 2021/22.

