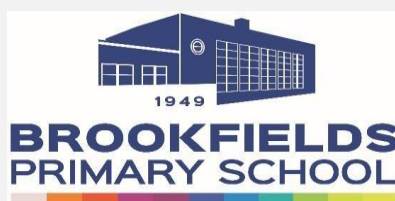


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Brookfields Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	(Annually) July 2025
Statement authorised by	Leanne Mahony: Executive Headteacher
Pupil premium lead	Jane McFall: Head of School
Governor / Trustee lead	J Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255,300
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	£255,300

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to improve educational outcomes for our disadvantaged pupils. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils. We use our pupil premium funding to provide targeted academic support in the form of EAL support, speech and language sessions, small group intervention sessions, family liaison staff, whose role it is to improve SEMH and attendance, we provide a breakfast club and support with the cost of educational trips and visits so that every child is able to fully participate.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language on entry to school limits reading, comprehension and writing skills. Especially evident in EYFS and Year 1.</p> <p>A significant % of disadvantaged pupils enter our nursery with below expected communication and language skills.</p>
2	<p>Achievement of all pupils is low when compared to national including those eligible for Pupil Premium</p> <p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class last year, 47% of our disadvantaged pupils arrived below age-related expectations compared to 36% of other pupils. This gap remains steady to the end of KS2.</p>
3	<p>School has a high percentage of newly arrived, mobile pupils who have EAL or SEN needs.</p>
4	<p>Social and emotional issues are evident in pupils.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. 67% of pupils whom are disadvantaged) currently require additional support with social and emotional needs.</p>
5	<p>Community culture, parental and pupil engagement impacts on attendance and punctuality.</p> <p>% of parents who attend parents evenings, workshops and other events is typically minimal.</p>

6	Financial hardship equates to families struggling to provide uniform, access to enrichment activities and other funded opportunities
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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
Pupils to have improved recall of key knowledge and vocabulary identified in the curriculum across all subjects	<ul style="list-style-type: none"> • A range of triangulated evidence, including assessments, book monitoring and pupil voice supports the fact that pupils are learning and remembering the curriculum. • Formative and summative assessment is used effectively to ensure pupils learn and remember the curriculum over time • Outcomes in all subjects are in line or above national averages
To improve disadvantaged pupils reading age in line with their chronological age	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. • Y1 phonics outcomes in line or above the national average
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	<ul style="list-style-type: none"> • KS1 & KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national.
To increase the proficiency levels of disadvantaged, EAL pupils	<ul style="list-style-type: none"> • All EAL children will make strong progress through the proficiency bands
To improve and sustain provision and support for children who have SLCN	<ul style="list-style-type: none"> • 100% of children identified with SLCN to receive an intervention and make progress • Staff are knowledgeable and skilled to support pupils with S&L difficulties
To improve parental engagement in all aspects of school life	<ul style="list-style-type: none"> • Parents feel confident to support their pupils and know where to get help if needed. • Parent Governors and community members take an active role in community initiatives • Parent survey feedback is more frequent and more positive to reflect the support school provides

<p>To achieve and sustain improved social and emotional well-being for our pupils, in particular those who are disadvantaged</p>	<ul style="list-style-type: none"> Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent surveys and teacher observations -significant impact of SEMH intervention and support -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> -the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible. -the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £99,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching and a curriculum which responds to the needs of pupils. Ensure that teachers present content, activities and interactions that activate their pupils' thinking. SLT will lead a rigorous CPD, coaching and support programme with the teaching staff.</p>	<p>There is a strong evidence base detailing how and why teacher effectiveness impacts positively on pupils' outcomes.</p> <p>Evidence based on the Education's Great Teaching Toolkit which provides an accessible summary of highquality evidence on components and routes to improve teacher effectiveness</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching.</p> <p>The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers</p>	<p>1, 2, 3</p>

Enhance the teaching of English and curriculum planning in line with DfE and EEF guidance. We will fund release time for the English lead to attend and deliver CPD and support staff in the teaching of writing.	EEF evidence-based recommendations to improve pupils literacy support this approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 3
Purchase and embed the high quality deliver of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF social & emotional learning PDF (EEF.org.uk)	4

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

Budgeted cost: £143,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading intervention for the bottom 20% of readers across KS2. Programme to implement Lexia and Catch-up literacy	Targeted reading intervention can be an effective method to help pupils who have fallen behind in reading catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy	1, 2, 3

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional Maths intervention for pupils who are behind in Maths in KS2. Implement WRH catch up programme.	Targeted reading intervention can be an effective method to help pupils who have fallen behind in reading catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-maths	2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Delivery of CPD for staff and the delivery of EAL intervention for pupils with early acquisition; Flash Academy	EAL interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities are successful. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	3
CPD for staff, targeted intervention (external & internal) and purchasing resources for	Communication and language approaches emphasise the importance of	1,2,3
pupils with speech, communication and language difficulties.	spoken language and verbal interaction for young children. https://educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-languageapproaches	

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

Budgeted cost: £12,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Offering financial support to ensure that disadvantaged pupils can access all curricular and extra-curricular opportunities including trips, residential, music tuition, uniform etc	https://educationendowmentfoundation.org.uk/evidence-summaries/evidencereviews/parental-engagement/	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and funding attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
All staff to complete the accredited attendance CPD programme via Inclusive Attendance. Embed the inclusive attendance approach which includes regular audits. Achieve the inclusive attendance Kite Mark.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. ⁵	5

Total budgeted cost: £255, 300

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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
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<p>Pupils to have improved recall of key knowledge and vocabulary identified in the curriculum across all subjects</p>	<ul style="list-style-type: none"> • A range of triangulated evidence, including assessments, book monitoring and pupil voice supports the fact that pupils are learning and remembering the curriculum. • Formative and summative assessment is used effectively to ensure pupils learn and remember the curriculum over time • Outcomes in all subjects are in line or above national averages 	<p>Evidence in regular book looks alongside pupil voice and end of year data evidences that children are learning and remembering the curriculum. Outcomes have improved significantly this year compared to last academic year.</p> <p>KS2 outcomes: RWM: 60%</p>
<p>To improve disadvantaged pupils reading age in line with their chronological age</p>	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. • Y1 phonics outcomes in line or above the national average 	<p>Y1 Phonics: 73% an increase of 3% compared to last year.</p> <p>Phonics: Disadvantaged: 82% Non – disadvantaged: 67%</p> <p>KS1 Reading: Disadvantaged: 68% Non-Disadvantaged:51%</p> <p>KS2 Reading: Disadvantaged: 82% Non-disadvantaged: 67%</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> • KS1 & KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. 	<p>KS1 Writing: Disadvantaged: 55% Non-disadvantaged: 38%</p> <p>KS2 Writing: Disadvantaged: 50% Non-disadvantaged: 58%</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. 	<p>KS2 Maths: Disadvantaged: 61% Non-disadvantaged: 71%</p>
<p>To increase the proficiency levels of disadvantaged, EAL pupils</p>	<ul style="list-style-type: none"> • All EAL children will make strong progress through the proficiency bands 	<p>Pupils understanding of the English language improved. Pupils were able to access the curriculum with support and EAL intervention.</p>
<p>To improve and sustain provision and support for children who have SLCN</p>	<ul style="list-style-type: none"> • 100% of children identified with SLCN to receive an intervention and make progress • Staff are knowledgeable and skilled to support pupils with S&L difficulties 	<p>Pupils were identified swiftly via welcome. Specialist S&L support has resulted in effective provision and progress of PP pupils.</p>

<p>To improve parental engagement in all aspects of school life</p>	<ul style="list-style-type: none"> • Parents feel confident to support their pupils and know where to get help if needed. • Advisory board members take an active role in community initiatives • Parent survey feedback is more frequent and more positive to reflect the support school provides 	<p>Coffee mornings were attended by an increased 23% of parents compared to last academic year.</p> <p>A partnership framework has been developed which details local community links.</p> <p>Parent survey results have improved when compared to start of the year results.</p>
<p>To achieve and sustain improved social and emotional well-being for our pupils, in particular those who are disadvantaged</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: • -qualitative data from student voice, student and parent surveys and teacher observations • -significant impact of SEMH intervention and support • -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>58% of PP children attended an extra-curricular club. All PP children attended enrichment trips.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: <p>-the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible.</p> <p>-the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers.</p>	<p>2022-2023 attendance: PP: 92.68% NPP: 93.79%</p> <p>2023-2024 attendance: PP: 94.6% NPP: 95.1%</p> <p>PA: PP: 14.9% NPP: 10.2%</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Abacus Maths	Pearson
Lexia	Lexia
Little Wandle	Wandle Learning Trust/Little Sutton EH

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A