

Brookvale Primary School Pupil Premium & Recovery Premium Strategy Statement 2021-2022

This statement details Brookvale Primary School's use of Pupil Premium and Recovery Premium for the 2021 to 2022 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	Brookvale Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	75 pupils - 36.4%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Stuart Day
Pupil premium lead	Mr Stuart Day
Governor / Trustee lead	The Arthur Terry Learning Partnership Trust Board

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,840
Recovery premium funding allocation this academic year	£10,875
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	£113,715

Statement of Intent

At Brookvale Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity. Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on mastery maths, reading and phonics.

Embedded into our practice is the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families and through the deployment of external agencies, for example, the educational psychologist.

All strategies employed at Brookvale Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge	Detail of challenge
1	On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Lack of access to appropriate technology during the COVID-19 pandemic has resulted in a significant widening of the attainment gaps for some Pupil Premium children as they were unable to access daily learning.
3	Children typically enter Brookvale Primary School with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Attendance of disadvantaged children is below other children and below the National average In addition, the % of disadvantaged pupils who were persistently absent has risen significantly (21%)
6	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse.

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
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally. 	<ul style="list-style-type: none"> The % of disadvantaged pupils achieving GLD in Literacy is at least in line with all other areas The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap (2019: -6%) By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM. A significant proportion of pupils achieve RWM combined at the end of KS2. Quality of teaching across school is good or better.
	<p>How this will be achieved</p> <ul style="list-style-type: none"> Rigorous and forensic monitoring of ongoing attainment data will be used to identify key children (specifically the bottom 20%) who need additional support. Targeted small group and 1:1 intervention will be delivered to those who need to make accelerated progress across core areas of the curriculum and in phonics. Rising Stars validated programme will be used with fidelity across KS1 (and specific children in KS2). School will embed additional resources to support home reading, matched to in-school phonics teaching. High quality, class literature (classics and contemporary) will be sourced to match the curriculum aims/lexile measures. These will be used in all daily reading lessons. Standardised tests will be initiated each half term for all children. These will be used to inform teaching, learning and intervention. Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers will support learning effectively using AFL strategies to

	<p>identify and address learning gaps and misconceptions.</p>
<ul style="list-style-type: none"> • Provision for disadvantaged/EAL pupils, particularly in KS1, is of the highest quality. This will ensure the gap between EAL and non-EAL pupils is closing rapidly. • The language deficit for student in receipt of pupil premium funding is diminished. 	<ul style="list-style-type: none"> • The attainment gap between EAL and Non EAL will close rapidly (2019: Reading -46%, Writing -60%) • 90% EAL pupils on Continuums to make better than expected progress from their individual starting points. • High quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum. <p>How this will be achieved</p> <ul style="list-style-type: none"> • Vocabulary development is inherent within the school curriculum, with children exposed tier 2 and tier 3 vocabulary in all lessons. • EYFS pupils are taught vocabulary explicitly each day – ‘Word of the Day’ programme. • Targeted pupils receive additional speech and language support and intervention. • Wellcomm will be used with key children in EYFS/Year 1 to close the gap in receptive and expressive vocabulary. • Key children will have access to a bespoke intervention programme designed to teach everyday ‘functional’ language.
<ul style="list-style-type: none"> • Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in their programmes of study, preparing them for success in their next phase of education and in life outside/beyond school. • Children have high aspirations for themselves and others 	<ul style="list-style-type: none"> • Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum. • A significant proportion of children achieve the expected standard across foundation subjects. • The gap between PP and other children is closing rapidly. • •

	<p>How this will be achieved</p> <ul style="list-style-type: none"> • A highly-ambitious, knowledge-engaged and language rich curriculum ensures children know more, remember more and understand more. • Well-planned visits, which match the school curriculum will allow children to gain an understanding of the wider world outside of their local community. • A 'Pupil Premium First' strategy will be employed so that disadvantaged children have first access to extra-curricular clubs • Home learning, Reading Plus and access to TT Rockstars will be offered at lunchtimes for children who do not have access to appropriate technology/support at home. • All children in KS2 will have access to Reading Plus, TT Rockstars and Rising Stars Online Library at home and in school. • Children and parents will have access to a well-stocked library giving them access to the latest high-quality texts.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet at least national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is at least in line with national other • Persistent absence is halved for disadvantaged pupils. • Punctuality for disadvantaged pupils will be in-line with other pupils across school. <p>How will this be achieved</p> <ul style="list-style-type: none"> • Robust and rigorous attendance tracking will identify key children, increase their attendance and decrease persistent absence. • Attendance letters will be issued for any child under 95% attendance. • FAST-TRACK will be used to support families of persistently absent children. • Punctuality monitoring will take place weekly with the Pastoral Lead and strategies put in place to diminish this.
<ul style="list-style-type: none"> • Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life. • SEMH Outcomes will improve across school. 	<ul style="list-style-type: none"> • Pupils involved in pastoral interventions make at least expected progress • The % of disadvantaged pupils who receive fixed-term exclusions is reduced. • Targets for disadvantaged pupils on individual social and emotional plans are met. • Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help. <p>How will this be achieved</p> <ul style="list-style-type: none"> • A unique programme of 'Elective Studies' will be delivered to develop children's Personal Development and Wellbeing. • A tailored PDW/ Education for Social Responsibility curriculum will equip children

with the skills/develop resilience so to safeguard their own mental health and well-being.

- Allocate staff resource to best meet the needs of all learners. Support staff are used effectively to challenge and guide children without creating an over-reliance on adult support.
- Provide specialist Educational Psychology preventative and reactive support to improve outcomes of our disadvantaged children through 1:1/small group work with children and parent workshops, focussing on child development, attachment and attunement.

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: £ 16,166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths.</p> <p>This includes cover costs and resources for:</p> <ul style="list-style-type: none"> • <i>Bespoke phonics training by the developer of the Rising Stars validated programme</i> • <i>Participation in the NCETM 'Mastering Number' programme</i> • <i>Purchase of Instructional Coaching CPD for all staff</i> <p>£7000</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • <i>Mastery Learning (+ 5 Months)</i> • <i>Phonics (+5 months)</i> • <i>Reading Comprehension Strategies (+5 months)</i> <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <p>Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months</p>	<p>1, 2, 3 & 7</p>

<p>Time allocation for Pupil Premium Lead to carry out strategic leadership (cost of cover) 3 hours per week</p> <p>Subject leadership time (cost of cover) 3 hours per week</p> <p>Coaching with ECTs (cost of cover -1.5 hours per week)</p> <p>£9,166</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>ALL</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and small group support) led by skilled TAs</p> <p>£34,687</p>	<p>Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’:</p> <p>Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p> <p>Teaching assistant Interventions = +4 months</p> <p>Evidence from Education Endowment Foundation, ‘Early Years Toolkit’:</p> <p>Communication and Language Approaches = +6 months</p> <p>Reading Comprehension Strategies = +6 months</p>	1, 2, 3 and 7
<p>Appointment of a Pupil Premium Champion Teacher to work in small groups/1:1 interventions</p> <p>£20,800</p>		1, 2, 3 and 7
<p>English as an Additional Language intervention programme delivered by TA.</p> <p>£2000</p>		1, 3 and 7
<p>Welcomm delivery for select EYFS children</p> <p>£2000</p>		1, 3 and 7
<p>KS2 Access to Reading Plus</p> <p>£2666</p>		1, 2, 3 and 4

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

Budgeted cost: £ 24,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance, behaviour and wellbeing support service. £2500	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	5 and 6
Launch of a bespoke 'Elective Study' programme – leadership cost. £675	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months Social and Emotional Learning = +4 months	4 and 6
Specialist Educational Psychology preventative and reactive support to improve outcomes £3500	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months	4 and 6
Whole School Access to Rising Star Reading Platform £628	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit': Reading Comprehension Strategies = +6 months	1,2,3 and 7
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life £5015	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months	4, 5 and 6
Breakfast club places (x 20) for select disadvantaged pupils. £5098		5 and 6
Purchase of 'Fair Share' programme to support key pupils in accessing daily breakfast £360		4 and 6
Weekly counselling and theraplay sessions £4600	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months	6
Peripatetic music lessons for all pupils in Years 4, 5 and 6 £2145	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months	

Total budgeted cost: £102,840

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.

Desired Outcomes	Impact
Improved Reading and Writing outcomes, especially at EYFS and KS1.	<ul style="list-style-type: none"> 83% of pupils achieved the Year 2 phonics screening in autumn 2020. These children missed significant proportion of schooling/phonics teaching in Year 1 (March-July) 58% of PP children were working at or above the met standard in Reading by the end of KS1, with 25% working at GD. 50% of PP children were working at or above the met standard in Writing by the end of KS1. 59% of PP children were working at or above the met standard in Maths by the end of KS1, with 17% working at GD.
Disadvantaged pupils to close the gap towards all pupils Nationally at the end of KS2.	<ul style="list-style-type: none"> Due to the Covid-19 pandemic, end of key stage assessments did not take place for Year 6. 50% of PP children in Year 5 were working at or above the met standard in Reading, Writing and Maths 'vs' 71, 77 and 88% respectively for non-PP. Although pupils did not sit statutory tests in Summer 2020 or 2021 standardised tests were used to support teacher assessments and this enabled school to make summative judgements about progress and attainment, both of which showed that disadvantaged children's standardised scores improved through time.
The quality of teaching across school is high. It is rooted in high expectations and ensures pupils are able to apply the knowledge they have learnt effectively	<ul style="list-style-type: none"> The quality of teaching across school is now consistently good or better. Monitoring/triangulated evidence shows that pupils have retained key knowledge from all subject taught Pupils can apply their learning and achieve well on low-stakes retrieval quizzes
Disadvantaged pupils attend school regularly.	<ul style="list-style-type: none"> Attendance for disadvantaged was below other pupils in 2020-2021 (91%). This was, in some part, due to coding of vulnerable disadvantaged who did not attend school in periods of closure. This target will requires focus in the academic year 2021-2022
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	<ul style="list-style-type: none"> Highly effective pastoral care has led to early support for families and, as such, personal development outcomes for disadvantaged children are broadly in line with outcomes for all 'other' children at Brookvale Primary School.

	<ul style="list-style-type: none"> Barriers to learning were identified and proactively diminished through targeted support from the pastoral lead and the educational psychologist. Pupils involved in pastoral interventions (e.g. Lego therapy/play therapy) made at least expected progress, with many demonstrating a greater ability to self-regulate. This also reduced the risk of key children being excluded. Percentage of fixed-term exclusions for pupil premium children remained low.
The curriculum is broadening pupils experience and building strong cultural capital. Children have high aspirations for themselves and others	<ul style="list-style-type: none"> A high-quality, broad curriculum ensured nearly all pupil premium children made at least expected progress from their individual starting point across many areas of the foundation curriculum

Internal school data for the end of Key Stage 2

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

	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected or above standard in reading, writing and maths	4/10 = 40 %	12/20= 60%
% achieving expected or above standard in reading	6/10 = 60%	15/20 = 75%
% achieving expected or above standard in writing	5/10 = 50 %	12/20 = 60%
% achieving expected or above standard in maths	7/10 = 70 %	15/20 = 75%
% achieving greater depth standard in reading, writing and maths	0/10 = 0%	1/20 = 5%
% achieving greater depth standard in reading	1/10 = 10%	3/20 = 15%
% achieving greater depth standard in writing	1/10 = 10%	1/20 = 5%
% achieving greater depth standard in maths	2/10 = 20%	3/20 = 15%

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
Enrichment Coaches	Kits Academy

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

Brookvale Primary School Recovery Premium Strategy Statement 2020-2022

School Overview

Metric	Data
School name	Brookvale Primary School
Pupils in school	206
Proportion of disadvantaged pupils	75 children – 36.4% of cohort (Sept 2021)
Catch-up mentor allocation this academic year. ATLP pooled Trust school's funding to ensure equality in provision for all children	1 full time catch-up mentor. Unqualified teacher. 1 full time qualified teacher
Academic year or years covered by statement	2021-22
Publish date	17 th September 2021
Review date	11 th July 2022
Statement authorised by	Mr Stuart Day
Catch-up Mentor Lead	Mr Stuart Day

Brookvale Primary School Strategy Aims for Catch-Up Mentor:

Measure	Activity
Priority 1	To provide focused classroom support in Year 2 and Year 4 to support vulnerable children (disadvantaged and lowest 20%) to reinforce whole class teaching.
Priority 2	To provide pre- and post-learning to vulnerable Year 2 and Year 4 children to enable them to secure their learning in maths and English. This will be provided in addition to Maths and English lessons and will be delivered by either the catch-up mentor or the class teacher (with the catch-up mentor teaching the main class).
Priority 3	To ensure the catch-up mentor is skilled in the teaching of mastery maths, teaching of phonics, reading and writing at Brookvale by providing bespoke CPD and ongoing mentoring and coaching.
Barriers to learning these priorities address	Spring term COVID lockdown has resulted in lost learning in 20/21 academic year. Ongoing staff isolation could impact on staffing levels, which may result in the catch-up mentor taking on temporary whole class responsibilities.

Teaching Priorities for Current Academic Year

Aim	Target	Target date
Progress in Reading	Targeted Yr2/4 children close the attainment gap created by COVID-19 isolation periods and national lockdowns.	July 2022
Progress in Writing	Targeted Yr2/4 children close the attainment gap created by COVID-19 isolation periods and national lockdowns.	July 2022
Progress in Mathematics	Targeted Yr2/4 children close the attainment gap (more specifically in arithmetic and times tables) created by COVID-19 isolation periods and national lockdowns.	July 2022
Phonics	Targeted Y2 children (following autumn screening) receive bespoke 1:1/small group intervention to close attainment gap with PSC by June 2022	June 2022

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Ensuring quality time is dedicated to catch-up mentor's professional development with one-to-one feedback. Catch-up mentor to attend whole staff CPD sessions.	A bespoke CPD programme is delivered to ensure mentor is skilled (subject knowledge and pedagogy) and confident to deliver teaching to vulnerable children in maths, reading, phonics and writing.
Targeted support	Ensuring catch-up mentor is impacting on improved outcomes for targeted Yr2/4 children.	Class teacher and senior leaders to monitor impact and provision. Make amendments where necessary to ensure the targeted support has impact.