



Brookvale Primary School

Pupil Premium, School-Led Tutoring & Recovery Premium Strategy Statement 2021-2022



This statement details Brookvale Primary School's use of Pupil Premium, School-Led Tutoring 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 | 2021-2022 2022-2023 2023 -2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 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 |
| School-led Tutoring (National Tutoring Programme) Impact statements in teal. | £10,375 (75% of total anticipated cost) |
| 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. <p>Evaluation July 2022</p> <p>In EYFS:</p> <ul style="list-style-type: none"> • 70% of PP children achieved the expected standard in 'Comprehension' 'v' 75% Non-PP • 80% of PP children achieved the expected standard in 'Word Reading' 'v' 70% Non-PP • 60% of PP children achieved the expected standard in 'Writing' 'v' 65% Non-PP • All PP chn achieved in-line/above Non-PP children in EYFS. <p>Year 1 Phonics:</p> <ul style="list-style-type: none"> • In Year 1 Phonics Screening, 73% of PP children achieved the expected standard 'v' 75% nationally (2022) and 71% Disadvantaged National (2019) • School Led Tutoring created opportunities for 18 x Year 1 pupils to receive 1:1 additional phonics intervention. Of these 18 pupils, 72% (13) passed Phonics Screening. <p>Year 2 Phonics:</p> <ul style="list-style-type: none"> • 100% of PP children achieved Phonics Screening in Year 2 (Autumn/Summer screening) – 1 child disapplied. • School Led Tutoring created opportunities for 12 x Year 2 pupils to receive 1:1 additional phonics/reading intervention (total – 147.5). Of these 6 pupils who were required to take the Phonics Screening, 100% passed Phonics Screening. | <ul style="list-style-type: none"> • The % of disadvantaged pupils on track to achieve 'expected' in Literacy in EYFS 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 |

KS1 Outcomes:

55% of PP children achieved expected/greater depth in Reading, Writing and Maths 'v' 76% Non-PP for Reading, 67% Writing and 71% Maths. Disadvantaged Pupils perform statistically in-line when compared to disadvantaged children nationally (2019).

KS2 Outcomes:

- 90% of PP children achieved the expected standard in 'Reading' 'v' 88% Non-PP
- 60% of PP children achieved the expected standard in 'Writing' 'v' 78% Non-PP.
- 70% of PP children achieved the expected standard in 'Maths' 'v' 94% Non-PP
- All PP chn achieved statistically in-line/above PP children nationally (2019).
- **School Led Tutoring (in-house) created opportunities for 18 x Year 6 pupils to receive 1:6 additional interventions for Reading, Maths and Grammar, Punctuation and Spelling. Of these:**
 - **88% of targeted pupils achieved met standard in R**
 - **88% of targeted pupils achieved met standard in M.**
 - **94% of targeted pupils achieved met standard in GPS.**

identify and address learning gaps and misconceptions.

- 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.

Evaluation July 2022

Leaders now rigorously track and monitor progress of children who are both disadvantaged and have EAL.

A highly ambitious, language driven curriculum is in place for all subjects from EYFS-Year 6.

- The attainment gap between EAL and Non EAL will close rapidly (2019: Reading -46%, Writing -60%)
- High quality teaching of a well-planned, progressive language rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum.

How this will be achieved

- Vocabulary development is inherent within the school curriculum, with children exposed tier 2 and tier 3 vocabulary in all lessons.

In Reading:

- In Year 1, Attainment has increased from 41% (Aut 21) to 57% (Sum 22)
- In Year 2, 67% of children achieve the expected standard.
- In Year 3, 60% of children achieve the expected standard.
- In Year 4, Attainment has increased from 41% (Aut 21) to 66% (Sum 22)
- In Year 5, 100% of children achieve the expected standard.
- In Year 6, Attainment has increased from 67% (Aut 21) to 100% (Sum 22)

In Writing:

- In Year 1, Attainment has increased from 29% (Aut 21) to 43% (Sum 22)
- In Year 2, Attainment has increased from 33% (Aut 21) to 67% (Sum 22)
- In Year 3, 60% of children achieve the expected standard.
- In Year 4, Attainment has increased from 25% (Aut 21) to 33% (Sum 22)

- 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.

- 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.

- 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.

Evaluation July 2022

Leaders have developed a curriculum where language acquisition, promotion of wider reading and enrichment opportunities are embedded across all subjects, providing children (specifically disadvantaged) with high levels of transferable cultural capital.

Daily retrieval, mid- and end of unit assessments have been developed for all foundation subjects. Impact to yet to be fully realised – CPD planned for September 2022.

How this will be achieved

- 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.

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| | <ul style="list-style-type: none"> 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. <p>Evaluation July 2022</p> <p>Leaders have been relentless in their focus of improving attendance for all children and, more specifically PP/Vulnerable cohorts.</p> <p>Attendance Data (up to 14 July 2022)</p> <p>Data sets used – FFT Aspire/GOV UK Week 28 Attendance:</p> <p>All Pupils – 94.2% 'v' 93.1% FFT Nat and 90.9% (GOV UK)</p> <p>Pupil Premium – 92.8% 'v' 90.9% FFT Nat and 90% (GOV UK)</p> <p>Persistent Absentees</p> <p>16% of all pupils are persistent absentees 'v' 22% FFT Nat. This is down from 21% in the academic year 2020-2021</p> | <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. <p>Evaluation July 2022</p> <p>SEMH Progress:</p> <ul style="list-style-type: none"> 100% of pupils on SEMH continuums have made expected/better progress from their starting points. Through bespoke programmes of PDW/mentoring and use of external counselling services, the percentage of disadvantaged children at risk of suspension/exclusion has reduced from 6% to 0% The % of disadvantaged children receiving a fixed term suspension in 2021-2022 was 1.3% (1 child). | <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. |

- Early Help/Pastoral family support has been implemented for 17 children across school. This has led to increased parental engagement, improved attendance, improved social and emotional outcomes as well as academic successes.

- 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>Evaluation July 2022</p> <p>Quality of teaching in R, W, M and Phonics is 100% 'Good', with 38% better.</p> <p>Phonics outcomes for all children are above national at 83% 'v' 75% and for disadvantaged 73%</p> <p>Attainment in KS1 is in-line/above national outcomes 2022 for all standards.</p> <p>Attainment in KS2 is significantly above national outcomes for R, M, GPS and in-line for writing/combined.</p> <p>NCETM 'Mastering Number Programme has been followed with fidelity and has led to an increase from 34% baseline in number (EYFS) to 80% by year end.</p> |

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| <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> <p><u>Evaluation July 2022</u></p> <p>Highly effective coaching and mentoring with an ECT has resulted in 100% of teaching being graded as 'good' and 67% of ECT+1s being graded as 'outstanding'.</p> <p>Attainment in these classrooms has increased in almost all subjects (see above evaluations).</p> |
|--|---|--|

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>1, 2, 3 and 7</p> <p><u>Evaluation July 2022</u></p> <p>See above evaluations of academic attainment</p> |
| <p>Appointment of a Pupil Premium Champion Teacher to work in small groups/1:1 interventions</p> <p>£20,800</p> | <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit':</p> <p>Communication and Language Approaches = +6 months</p> | <p>1, 2, 3 and 7</p> <p><u>Evaluation July 2022</u></p> <p>Additional teacher appointed to work directly with Years 4 and 6. See above evaluations for academic attainment</p> |
| <p>English as an Additional Language intervention programme delivered by TA.</p> <p>£2000</p> | <p>Reading Comprehension Strategies = +6 months</p> | <p>1, 3 and 7</p> <p><u>Evaluation July 2022</u></p> <p>Targeted support/intervention in place for key identified children. Impact, not yet fully realised.</p> |
| <p>Welcomm delivery for select EYFS children</p> <p>£2000</p> | | <p>1, 3 and 7</p> <p><u>Evaluation July 2022</u></p> <p>The percentage PP of children in EYFS 'on track' for 'Comprehension' and</p> |

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| | | <p>'Word Reading' has increased from 50% (Aut 21) to 70% (sum 22) and 60% to 80% respectively.</p> <p>As a result, GLD increased from 20% to 50% by year end.</p> |
| KS2 Access to Reading Plus | | 1, 2, 3 and 4 Evaluation July 2022 |
| £2666 | | |

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

Budgeted cost: £ 24,521

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| <p>Attendance, behaviour and wellbeing support service.</p> <p>£2500</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p> | <p>5 and 6</p> <p>Evaluation July 2022</p> <p>See above evaluations</p> |
| <p>Launch of a bespoke 'Elective Study' programme – leadership cost.</p> <p>£675</p> | <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months Social and Emotional Learning = +4 months</p> | <p>4 and 6</p> <p>Evaluation July 2022</p> <p>100% of KS2 PP children accessing a bespoke 'Electives' programme. This has led to increased levels of engagement, participation, and, in some cases, attendance.</p> |
| <p>Specialist Educational Psychology preventative and reactive support to improve outcomes</p> <p>£3500</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p> | <p>4 and 6</p> <p>Evaluation July 2022</p> <p>Highly effective specialist intervention has reduced risk of PP children being suspended from 6% to 0%</p> <p>As a result of targeted EP work, 3 children are now in receipt of high-needs level funding + 1 EHCP awarded.</p> <p>26 families of disadvantaged pupils have benefited from a bespoke programme of CPD based on children's development, behaviour</p> |

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| | | and parenting approaches. |
| 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 Evaluation July 2022 All children (inc 100% of PP children) have access to over 600 texts, in-school and at home. Reading attainment has improved in all year groups and for PP children, specifically. |
| 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 Evaluation July 2022 See above evaluations |
| Breakfast club places (x 20) for select disadvantaged pupils. £5098 | | 5 and 6 Evaluation July 2022 100% of PP children offered breakfast club provision have attended regularly. This has improved punctuality and attendance for all children. |
| Purchase of 'Fair Share' programme to support key pupils in accessing daily breakfast £360 | | 4 and 6 Evaluation July 2022 As above |
| Weekly counselling and therapy sessions £4600 | Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = +4 months | 6 Evaluation July 2022 Highly effective specialist intervention for key children has ensured development outcomes for these disadvantaged children are broadly in line with outcomes for all 'other' children in respective year groups. Behaviour incident have declined significantly, as has risk of suspension. |
| 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 | Evaluation July 2022 38 PP children are accessing high-quality |

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| | | music provision each week. |
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Attainment in Music (PP 'V' Non-PP)

Y4 - 79% 'v' 90%

Y5 - 80% 'v' 60%

Y6 - 70% 'v' 74%

Total budgeted cost: £102,840

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes – 2020-2021

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. |

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| | <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 targeted support for key children in Years 1 and 2 to ensure rapid acquisition of phonics, leading to children achieving expected standard in summer screening. |
| Priority 3 | To provide targeted support for arithmetic, GPS and reading with disadvantaged pupils in Year 6. |
| 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 |
| Acquisition of Phonics and Early Reading | Targeted support for key children in Years 1 and 2 to ensure rapid acquisition of phonics, leading to children achieving expected standard in summer screening. | July 2022 |
| Progress in Reading and Maths | To provide targeted support for arithmetic, GPS and reading with disadvantaged pupils in Year 6. | July 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. |

Impact of Covid Recovery Premium 2021-2022

| Target | Impact |
|--|--|
| Priority 1: Targeted intervention for Yr2/4 children to close the attainment gap created by COVID-19 isolation periods and national lockdowns. | Year 2 Attainment (Disadvantaged – Aut 21 'v' Sum 22) Writing 33% 'v' 55% Year 4 Attainment (Disadvantaged – Aut 21 'v' Sum 22) Reading 52% 'v' 74% Writing 21% 'v' 47% Maths 58% 'v' 74% Multiplication Check (chn achieving 21/25+) December 2021 – 17% June 2022 – 70% PP 68% 'v' 72% |
| Priority 2: | Year 1 Phonics Baseline 2021 13% pass |

| | |
|---|---|
| <p>To provide targeted support for key children in Years 1 and 2 to ensure rapid acquisition of phonics, leading to children achieving expected standard in summer screening.</p> | <p>Year 1 Phonics December 2021 30% pass</p> <p>Year 1 Phonics Attainment Summer 2022 83% v 75% National 70% Disadvantaged 'V' 75% National</p> <p>Year 2 Phonics Autumn 2021 70% pass</p> <p>Year 2 Phonics June 2022 89% pass overall (2 children disapplied)</p> |
| <p>Priority 3: To provide targeted support for arithmetic, GPS and reading with disadvantaged pupils in Year 6.</p> | <p>Year 6 disadvantaged attainment v non-disadvantaged. Reading – 90% 'v' 88% Scaled Score – 106.6. 'v' 105 Nat GPS – 90% 'V' 100% Scaled Score 108.6 'v' 105 Nat Maths – 70% 'v' 94% Scaled Score 105.4 'v' 104 Nat</p> |