

## Brookvale Primary School Pupil Premium Statement 2022/23 to 2024/25



This statement details Brookvale Primary School's use of Pupil Premium for the 2022 to 2023 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	208
Proportion (%) of pupil premium eligible pupils	81 pupils - 39%
Academic year/years that our current pupil premium strategy plan covers	2022/23-2024/25 (Annual Review of impact + implementation of new strategies)
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Stuart Day
Pupil Premium Lead	Mr Andy Mills
Governor / Trustee lead	The Arthur Terry Learning Partnership Trust Board

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£115,260

## 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.

The Pupil Premium strategy is embedded into our post-Covid education recovery plans and is responsive to emerging challenges and individual's need, rooted in robust diagnostic assessment.

All strategies employed at Brookvale Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust. The approaches that we have adopted complement each other to help pupils excel. As a school, we will ensure our strategies are effective by:

- Having high expectations for all pupils, including disadvantaged and SEND, and setting appropriately challenging work.
- Rigorously monitoring the progress of pupils and act early to intervene
- Adopt a whole school, collective and share ethos/approach to supporting disadvantaged and vulnerable pupils, working closely with families and external agencies to secure the very best outcomes.

## 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.
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.
7	A high proportion of disadvantaged pupils in KS1 also have English as an Additional Language. These families often speak in their first language at home.

### 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"> <li>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.</li> <li>The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally by Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>The % of disadvantaged pupils in EYFS achieving the expected standard in Literacy is at least in line with all other areas.</li> <li>The gap in phonics attainment between disadvantaged pupils and other pupils is closing and is below the national gap (2019: -6% - awaiting 2022 data).</li> <li>By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM.</li> <li>KS2 outcomes for maths, reading and GPS outcomes show that more than 75% achieve the met standard in 2024/25.</li> <li>A significant proportion (65%+ awaiting national 2022) of pupils achieve RWM combined at the end of KS2 in 2024.</li> <li>Quality of teaching across school is 100% good or better.</li> </ul>
	<p><b>How this will be achieved</b></p> <ul style="list-style-type: none"> <li>Rigorous and forensic monitoring of ongoing attainment data will be used to identify key children (specifically the bottom 20%) who need additional support.</li> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Standardised tests will be initiated each half term for all children. These will be used to inform teaching, learning and intervention.</li> <li>• Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and arithmetic.</li> <li>• Support staff and class teachers will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</li> </ul>
<ul style="list-style-type: none"> <li>• Improved oral language skills and vocabulary among disadvantaged students.</li> <li>• The language deficit for students in receipt of pupil premium funding is diminished.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate that a significant proportion of disadvantaged children have improved oracy and language skills.</li> <li>• At least 80% of disadvantaged children in reception will be 'on track' for all areas of 'Literacy' in EYFS, and a significant proportion will achieve GLD.</li> <li>• 100% pupils on S &amp; L Continuum to make progress from their individual starting points.</li> <li>• High-quality teaching of a well-planned, progressive language-rich curriculum ensures rapid acquisition and use of vocabulary across all areas of the curriculum.</li> </ul> <p><b>How this will be achieved</b></p> <ul style="list-style-type: none"> <li>• Vocabulary development is inherent within the school curriculum, with children exposed tier 2 and tier 3 vocabulary in all lessons.</li> <li>• EYFS pupils are taught vocabulary explicitly each day – 'Word of the Day' programme.</li> <li>• Targeted pupils receive additional speech and language support and intervention.</li> <li>• Wellcomm will be used to assess all children - key children in EYFS/Year 1 will receive additional intervention to close the gap in receptive and expressive vocabulary.</li> <li>• Key children will have access to a bespoke intervention programme designed to teach everyday 'functional' language.</li> </ul>

<ul style="list-style-type: none"> <li>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.</li> <li>Children have high aspirations for themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are highly skilled in imparting curriculum knowledge and use AfL strategies to ensure children retain and apply key knowledge from across the curriculum.</li> <li>A significant proportion (75%+) of children achieve the expected standard across foundation subjects.</li> <li>The gap between PP and other children is closing rapidly.</li> </ul>
<ul style="list-style-type: none"> <li>All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</li> </ul>	<p><b>How this will be achieved</b></p> <ul style="list-style-type: none"> <li>A highly-ambitious, knowledge-engaged and language rich curriculum ensures children know more, remember more and understand more.</li> <li>Well-planned visits, which match the school curriculum will allow children to gain an understanding of the wider world outside of their local community.</li> <li>A 'Pupil Premium First' strategy will be employed so that disadvantaged children have first access to extra-curricular clubs.</li> <li>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.</li> <li>All children in KS2 will have access to Reading Plus, TT Rockstars and Rising Stars Online Library at home and in school.</li> <li>Children and parents will have access to a well-stocked library giving them access to the latest high-quality texts.</li> <li>Low-stakes mid- and end of unit assessments show that at least 75%+ of disadvantaged children acquire the necessary knowledge/skills required of their year group.</li> </ul> <p><b>How will this be achieved</b></p> <ul style="list-style-type: none"> <li>Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>Attendance for disadvantaged pupils at least in line with national 'other'.</li> <li>Persistent absence is below national for disadvantaged and 'other'.</li> <li>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</li> </ul> </li> </ul> <p><b>How will this be achieved</b></p> <ul style="list-style-type: none"> <li>Robust and rigorous attendance tracking will identify key children, increase their attendance and decrease persistent absence.</li> <li>Attendance letters will be issued for any child under 95% attendance.</li> <li>FAST-TRACK will be used to support families of persistently absent children.</li> <li>Punctuality monitoring will take place weekly with the Pastoral Lead and strategies put in place to diminish this.</li> </ul>

	<ul style="list-style-type: none"> <li>• Early Help assessment/support initiated for PA children (2 consecutive years).</li> <li>• Appointment of AHT for inclusion – dedicated time with Pastoral lead for attendance.</li> <li>• Implementation of whole school attendance action plan.</li> </ul>
<ul style="list-style-type: none"> <li>• Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.</li> <li>• SEMH Outcomes will improve across school.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing from 2024/25 demonstrated by:</li> <li>• Qualitative data from student voice, parent surveys and teacher observations.</li> <li>• Pupils involved in pastoral interventions make at least expected progress against bespoke curricular targets.</li> <li>• The % of disadvantaged pupils who receive fixed-term exclusions is reduced.</li> <li>• Targets for disadvantaged pupils on individual social and emotional plans are met.</li> <li>• Key vulnerable families will be accessing a comprehensive offer of extended services through Early Help.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p><b>How will this be achieved</b></p> <ul style="list-style-type: none"> <li>• A unique programme of 'Elective Studies' will be delivered to develop children's Personal Development and Wellbeing.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

**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: £ 22,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for reading and maths (NFER/Rising Stars).</p> <p>Training to ensure staff interpret and administer tests correctly.</p> <p>£5000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil. Leaders will work closely with staff to ensure that data is used intelligently to inform next steps in teaching and learning, focusing specifically on outcomes for disadvantaged.</p>	<p>1,2, 3 &amp; 4</p>
<p>Purchase additional DFE validated Phonics materials to support additional interventions for targeted disadvantaged pupils.</p> <p>£2000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly disadvantaged.</p> <p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Phonics (+5 months)</li> </ul>	<p>2</p>
<p>Purchase of a whole school language-based, reading into writing curriculum.</p> <p>£1600</p>	<p>Evidence from Education Endowment Foundation</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchase of resources and funding of ongoing teacher training release time.</p> <p>£500</p>		
<p>Enhancement of our maths curriculum planning, in-line with DFE and EEF guidance.</p> <ul style="list-style-type: none"> <li>• <i>Participation in the second year of the NCETM 'Mastering Number' programme, i.e. 'Embedding the Impact' – staff release/cover</i></li> </ul>	<p>DFE non-statutory guidance, produced in conjunction with NCETM, drawing on evidence-based approaches</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

<ul style="list-style-type: none"> <li>• £1500</li> </ul>		
<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"> <li>• <i>Bespoke phonics training for new staff by the developer of the Rising Stars validated programme.</i></li> <li>• <i>Embedding of small group Instructional Coaching CPD for all staff.</i></li> <li>• <i>Precision teaching/Continuum training/Specialist diagnostic materials for SEND/disadvantaged cross-over.</i></li> </ul> <p>£5000</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• <i>Mastery Learning (+ 5 Months)</i></li> <li>• <i>Phonics (+5 months)</i></li> <li>• <i>Reading Comprehension Strategies (+5 months)</i></li> </ul> <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 &amp; 7</p>
<p>Time allocation for Pupil Premium Lead to carry out strategic leadership (cost of cover) 3 hours per week  Subject leadership time (cost of cover) 3 hours per week  Coaching with ECT +ECT+1 (cost of cover -2 hours per week)</p> <p>£7,166</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	<p>ALL</p>

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

Budgeted cost: £ 76,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional support for children requiring intervention in maths/reading (1:1 and small group support) led by skilled TAs.  £24, 621 (based on 25% of TA time dedicated to disadvantage)	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months One-to-one tuition = +5 months Small group tuition = +4 months Teaching assistant Interventions = +4 months	1, 2, 3 and 7
Increased staff ratio in Years 4 & 5 with employment of PP teacher and PP champion TA (Year 6).  £24,570 + £6005	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: Small group tuition = +4 months	1, 2, 3 and 7
School-led tutoring with school-based staff  40% contribution - £11093	Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’: One-to-one tuition = +5 months Small group tuition = +4 months	1, 2, 3 and 7
Additional phonics sessions targeted at disadvantaged pupils who require further support in Years 1 & 2.  £5500	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds	2
Wellcomm delivery for select EYFS children £2000	Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Communication and Language Approaches = +6 months	1, 2, 3 and 7
KS2 Access to Reading Plus  £2666	Reading Comprehension Strategies = +6 months	1, 2, 3 and 4

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

Budgeted cost: £ 18,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance, behaviour and wellbeing support service.  £1500 (Pastoral Manager/Attendance Manager release)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a>  Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	5 and 6
Enhancement of a bespoke 'Elective Study' programme – leadership costs + external provider.  £1250	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 £3070 (Beyond the Horizon)	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
25% contribution to the National Breakfast Scheme £1200		
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:** £117,972

## 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 2021 to 2022 academic year.

Desired Outcomes	Impact
<ul style="list-style-type: none"> <li>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.</li> <li>The gap is narrowed in the progress and attainment of PP and other children, both in school and nationally.</li> </ul>	<p><b>In EYFS:</b></p> <ul style="list-style-type: none"> <li>70% of PP children achieved the expected standard in 'Comprehension' 'v' 75% Non-PP</li> <li>80% of PP children achieved the expected standard in 'Word Reading' 'v' 70% Non-PP</li> <li>60% of PP children achieved the expected standard in 'Writing' 'v' 65% Non-PP</li> <li>All PP children achieved in-line/above Non-PP children in EYFS.</li> </ul> <p><b>Year 1 Phonics:</b></p> <ul style="list-style-type: none"> <li>In Year 1 Phonics Screening, 73% of PP children achieved the expected standard 'v' 75% nationally (2022) and 71% Disadvantaged National (2019)</li> <li><b>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.</b></li> </ul> <p><b>Year 2 Phonics:</b></p> <ul style="list-style-type: none"> <li>100% of PP children achieved Phonics Screening in Year 2 (Autumn/Summer screening) – 1 child disapplied.</li> <li><b>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.</b></li> </ul> <p><b>KS1 Outcomes:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p><b>KS2 Outcomes:</b></p> <ul style="list-style-type: none"> <li>90% of PP children achieved the expected standard in 'Reading' 'v' 88% Non-PP</li> </ul>

	<ul style="list-style-type: none"> <li>• 60% of PP children achieved the expected standard in 'Writing' 'v' 78% Non-PP.</li> <li>• 70% of PP children achieved the expected standard in 'Maths' 'v' 94% Non-PP</li> <li>• All PP chn achieved statistically in-line/above PP children nationally (2019).</li> </ul> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>88% of targeted pupils achieved met standard in R</b></li> <li>• <b>88% of targeted pupils achieved met standard in M.</b></li> <li>• <b>94% of targeted pupils achieved met standard in GPS.</b></li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The language deficit for student in receipt of pupil premium funding is diminished.</li> </ul>	<p>Leaders now rigorously track and monitor progress of children who are both disadvantaged and have EAL.</p> <p>A highly ambitious, language driven curriculum is in place for all subjects from EYFS-Year 6.</p> <p><b>In Reading:</b></p> <ul style="list-style-type: none"> <li>• In Year 1, Attainment has increased from 41% (Aut 21) to 57% (Sum 22)</li> <li>• In Year 2, 67% of children achieve the expected standard.</li> <li>• In Year 3, 60% of children achieve the expected standard.</li> <li>• In Year 4, Attainment has increased from 41% (Aut 21) to 66% (Sum 22)</li> <li>• In Year 5, 100% of children achieve the expected standard.</li> <li>• In Year 6, Attainment has increased from 67% (Aut 21) to 100% (Sum 22)</li> </ul> <p><b>In Writing:</b></p> <ul style="list-style-type: none"> <li>• In Year 1, Attainment has increased from 29% (Aut 21) to 43% (Sum 22)</li> <li>• In Year 2, Attainment has increased from 33% (Aut 21) to 67% (Sum 22)</li> <li>• In Year 3, 60% of children achieve the expected standard.</li> <li>• In Year 4, Attainment has increased from 25% (Aut 21) to 33% (Sum 22)</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<ul style="list-style-type: none"> <li>Children have high aspirations for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Disadvantaged pupils attend school regularly.	<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders have been relentless in their focus of improving attendance for all children and, more specifically PP/Vulnerable cohorts.</li> <li>Attendance Data (up to 14 July 2022)</li> <li>Data sets used – FFT Aspire/GOV UK Week 28 Attendance: <ul style="list-style-type: none"> <li>All Pupils – 94.2% 'v' 93.1% FFT Nat and 90.9% (GOV UK)</li> <li>Pupil Premium – 92.8% 'v' 90.9% FFT Nat and 90% (GOV UK)</li> <li>Persistent Absentees</li> <li>16% of all pupils are persistent absentees 'v' 22% FFT Nat. This is down from 21% in the academic year 2020-2021</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Well-targeted and effective Pastoral Care ensures that our most vulnerable, disadvantaged pupils are fully engaged in all aspects of school life.</li> <li>SEMH Outcomes will improve across school.</li> </ul>	<ul style="list-style-type: none"> <li>100% of pupils on SEMH continuums have made expected/better progress from their starting points.</li> <li>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%</li> <li>The % of disadvantaged children receiving a fixed term suspension in 2021-2022 was 1.3% (1 child).</li> </ul>

### 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
Play Therapy/one-to one counselling	Beyond the Horizon
Reading Plus Intervention Programme	Reading Solutions

### Service pupil premium funding (optional)

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

Measure	Details
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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 <sup>th</sup> September 2021
Review date	11 <sup>th</sup> 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.