

Brookvale Primary School Pupil Premium Statement 2023-2024 and 2024 - 2025

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	79 pupils - 38%
Academic year/years that our current pupil premium strategy plan covers	2023-2024/25 (Annual Review of impact + implementation of new strategies)
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£117,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117,050
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 legacy of the COVID-19 pandemic is still affecting this cohort, as knowledge gaps still remain despite targeted intervention.
2	Lack of access to appropriate technology during the COVID-19 pandemic 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 at Brookvale is above other children nationally but this group remains 'vulnerable' to extra-familial factors. Although the % of disadvantaged pupils who were persistently absent is significantly below national figures, this is something that will require further focus in to 2023-2024 academic year.
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 also have English as an Additional Language. These families often speak in their first language at home.
8	Current socio-economic factors are significantly impacting on the lived experiences of disadvantaged children at school. Many families are being impacted by cost of living issues and children are entering school without food, access to basic hygiene products and, on occasions are made homeless/living in conditions that are not appropriate.

Intended Outcomes 2023-2024

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 continue to 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 by Year 6. Ensure all pupils are able to read with an age-appropriate fluency rate and level of comprehension, applying this across the curriculum. 	<p>EYFS</p> <ul style="list-style-type: none"> The % of disadvantaged pupils in EYFS achieving Good Levels of Development is at least in-line with National outcomes 2024. The gap between EY disadvantaged and non-disadvantaged continues to close and will be below the national gap for 2024. <p>Phonics</p> <ul style="list-style-type: none"> Phonics Screening outcomes for disadvantaged pupils continues to be as strong as 2023 outcomes and are at least in-line with National 'other' by June 2024. Targeted intervention ensures 100% of Year 2 resit pupils pass Phonics Screening in June 2024. By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing rapidly in RWM.

- KS2 outcomes for maths, reading and GPS outcomes show that more than 75% achieve the met standard in 2024/25.
- A significant proportion (65%+ awaiting national 2022) of pupils achieve RWM combined at the end of KS2 in 2024.
- Regular Pupil voice and monitoring of reading demonstrates that children have a passion for reading and have transitioned from learning the pre-requisite phonics and skills for early reading to being 'empowered by reading'

How this will be achieved

- Staff will have access to a comprehensive programme of CPD that focuses on closing attainment gaps through high-quality AfL.
- 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 arithmetic.
- Support staff and class teachers will support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.
- Leaders will create a programme of learning and development for parents so that they are better able to support their children with reading/maths at home.

- Improved oral language skills and vocabulary among disadvantaged students.
- The language deficit for students in receipt of pupil premium funding is diminished.

- Assessments and observations indicate that a significant proportion of disadvantaged children have improved oracy and language skills.
- 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.
- 100% pupils on S & L Continuum to make 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.

How this will be achieved

- Vocabulary development and teaching will be inherent within all lessons so that children are exposed to 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 to assess all children - key children in EYFS/Year 1 will receive additional intervention 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.
- Reading Plus interventions will take place from Years 3-6 daily to increase language acquisition rates for all pupils.
- Targeted precision teaching for children who continue to struggle with phonemic awareness after Year 2 to ensure reading progress is not hindered.

- 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 (75%+) of children achieve the expected standard across foundation subjects.

- The gap between PP and other children is closing rapidly.

How this will be achieved

- Children will have access to all 'daily essentials for school. Lreaders will work closely to identify families in need of support, including food uniform etc.
- 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.
- 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.

- All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.

- Sustained high attendance from 2024/25 demonstrated by:
- School attendance target of 96% met
- Attendance for disadvantaged pupils at least in line with national 'other'.
- Persistent absence is below national for disadvantaged and 'other'.
- Punctuality for disadvantaged pupils will be in-line with other pupils across school.
- Strategies to improve attendance, breakfast clubs, reward initiatives, Parental attendance meetings have a desired impact on attendance.

	<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. • Early Help assessment/support initiated for PA children (2 consecutive years). • Appointment of AHT for inclusion – dedicated time with Pastoral lead for attendance. • Implementation of whole school attendance action plan.
<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"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: • Qualitative data from student voice, parent surveys and teacher observations. • Pupils involved in pastoral interventions make at least expected progress against bespoke curricular targets. • 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. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <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: £ 19,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expert guidance and CPD from an external English consultant (with a specific focus on improving reading) + dedicated leadership time to enact recommendations for improving disadvantaged attainment.</p> <p>£5500</p>	<p>Evidence from Education Endowment Foundation</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4
<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>£2000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil.</p> <p>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>	1,2, 3 & 4
<p>Purchase additional DFE validated Phonics materials to support additional interventions for targeted disadvantaged pupils.</p> <p>£1700</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"> Phonics (+5 months) 	2
<p>Subscription of a whole school language-based, reading into writing curriculum.</p> <p>£1600</p>	<p>Evidence from Education Endowment Foundation</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate</p>		

<p>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"> • <i>Participation in the third year of the NCETM 'Embedding Number' programme, i.e. 'Embedding the Impact' – staff release/cover</i> • £700 	<p>DFE non-statutory guidance, produced in conjunction with NCETM, drawing on evidence-based approaches</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	3
<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 for new staff by the developer of the Rising Stars validated programme.</i> • <i>Embedding of small group Instructional Coaching CPD for all staff.</i> • <i>Precision teaching/Continuum training/Specialist diagnostic materials for SEND/disadvantaged cross-over.</i> <p>£2000</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>	1, 2, 3 & 7

<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 ECT1 (cost of cover -2 hours per week)</p> <p>£5468</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: £ 70,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention in maths/reading (1:1 and small group support) led by skilled TAs.</p> <p>£21, 276 (based on 25% of TA time dedicated to disadvantage)</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>Increased staff ratio in Years 5 and 6 with employment of PP teacher and PP champion TA (Year 6).</p> <p>£13,070 + £6005</p>	<p>Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’:</p> <p>Small group tuition = +4 months</p>	<p>1, 2, 3 and 7</p>
<p>School-led tutoring with school-based staff</p> <p>50% contribution - £13,064</p>	<p>Evidence from Education Endowment Foundation –‘Teaching and Learning Toolkit’:</p> <p>One-to-one tuition = +5 months</p> <p>Small group tuition = +4 months</p>	<p>1, 2, 3 and 7</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support in Years 1 & 2.</p> <p>£6000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds</p>	<p>2</p>

Whole School Access to Rising Star Reading Platform £1200	Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit': Reading Comprehension Strategies = +6 months	1,2,3 and 7
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 £8000	Reading Comprehension Strategies = +6 months	1, 2, 3 and 4

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

Budgeted cost: £ 27, 098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, behaviour and wellbeing support service. £1200 (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. https://www.gov.uk/government/publications/school-attendance Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	5 and 6
Enhancement of the whole school extracurricular provision £300	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
Year 6 enrichment supplement (Parliament Visit, Tour of London, London Eye) £400	Arts Participation = +3 months	4 and 6

Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life £10800 (Beyond the Horizon and Birmingham Music and Arts Therapy)	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
25% contribution to the National Breakfast Scheme £1200		
Peripatetic music lessons for all pupils in Years 4, 5 and 6 £4600	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months	

Total budgeted cost: £117, 181

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
Play Therapy/one-to one counselling	Birmingham Music and Arts Therapy
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
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

