

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021/22/23 academic years) funding to help improve the attainment of our disadvantaged pupils. The challenges the school faces and the targets set to address these are still current.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brookfield Primary School
Number of pupils in school	162 (December 23)
Proportion (%) of pupil premium eligible pupils	60.25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024 July 2024
Statement authorised by	Joy Burgess
Pupil premium lead	Laura Wray
Governor	Andy Brickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,050
Recovery premium funding allocation this academic year	-
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	£145,050

Part A: Pupil premium strategy plan

Statement of intent

Brookfield Primary School is located in Shirebrook, Derbyshire. The English Indices of deprivation show that in terms of deprivation, of all schools in England, Brookfield Primary School is ranked 7,194 out of 32,844. We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. It is our intention at Brookfield Primary School, that all pupils; irrespective of their background or any additional challenges they face, will make good progress across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential. We also make sure that appropriate provision is made for pupils who we feel are disadvantaged or pupils that we identify as being vulnerable e.g. have a social worker or are young carers, but who not eligible for Pupil Premium funding.

When making decisions about the use of our Pupil Premium funding we take into consideration the context of our school and the barriers and challenges this presents to our children and their learning. We strive to stay abreast of the national research and in particular we refer to research conducted by the Education Endowment Fund (EEF) and their 'best bets' from the guide to Pupil Premium.

High quality teaching and learning is at the heart of our offer as we know that this is the biggest driver for change and has been proven to have the greatest impact on closing the disadvantage attainment gap. There are core elements which we have identified as a focus for our disadvantaged pupils which all have clear rationale and a strong evidence base to support our decisions. The core areas are:

Language Development

Reading Strategies and comprehension

Metacognition and self-regulated learning

Relationships

Social Emotional and Mental Health / Pastoral Support

We aim to supplement quality first teaching with additional high-quality adult support through targeted intervention programmes both 1:1 and in small groups. We expect all pupils to engage in all aspects of school life equally.

We will provide intensive pastoral support for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their

attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.

The key principles of our strategy are based on the knowledge that high-quality teaching and learning and strong relationships are the biggest levers for change for all pupils and therefore our investment in staff is paramount. High quality CPD and coaching will be implemented to help support the aims of our strategy.

Our approach is responsive to the needs of our children and based on assessment of the children and prioritisation of any gaps in learning. We will regularly review our approaches to ensure that they are effective.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate language development and comprehension difficulties. There are also significant vocabulary gaps. This is evident on entry to school in EYFS where children are significantly below age related expectations and there are notable speech and language difficulties.
2	Data will be expected to make at least 6 steps progress from the Autumn Term baseline for each child.
3	Phonics tracking, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Our observations indicate that many of our disadvantaged pupils have lower levels of independence when compared to other pupils. National studies evidence this. The result of this is that our disadvantaged pupils have significant gaps in their knowledge leading to pupils falling further behind age-related expectations.
5	Our observations indicate that our children have difficulties with the application of metacognitive and self-regulation strategies. This means that our children need support in monitoring and evaluating their own learning. Teachers explicitly model the use of these strategies when teaching. The support staff focus on this before any academic learning can happen.
6	Our tracking shows that disadvantaged pupils have had lower attendance over the last year compared to our non-disadvantaged pupils, 90.52% compared to 93.28%) 04.09.23 - 08.12.23 data The percentage of disadvantaged pupils who have been persistently absent was higher than their non-disadvantaged peers. We know that poor attendance

	negatively impacts on children's progress. Persistent absence is: 26.80 % Non-pupil premium persistent absence is 23.44% 04.09.23 - 08.12.23 data
7	Our work with our vulnerable families and our discussions with pupils demonstrate extremely high levels of need for pastoral support and SEMH needs.

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
1) Improved oral and language skills	Assessment and observations will demonstrate improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence e.g. engagement in lessons and pupils work. Nic O Donnell supports
2) Pupils will make at least expected progress in reading, writing and maths. To improve the % of children achieving national required standard in KS2 Reading, Writing and Maths	End of KS1 and KS2 assessments will show that the gap has closed in progress made between PP and non PP by 2023/24. From our Autumn Term baseline, and using targeted interventions, the % of children achieving ARE will increase.
3) Achieve data more in line with the National Average for the Year 1 phonics screening check	KS1 Data from Phonics Screening Check will be 65% or above by 2023/24. Aspirational target – 72% (last year attainment was 64%) Booster class identified.
4) Pupils access a wide range of enrichment experiences both in and out of school	Social skills, independence, perseverance and team work are developed.
5) Pupils will be able to self-regulate	Exclusions will be reduced; children will be more in class and not out of class accessing the teaching and learning in their classes. Reduced behaviour logs.
6) To achieve and sustain improved attendance for all pupils, in particular our disadvantaged pupils.	Sustained levels of attendance in line with or above National by 2024/25 demonstrated by: - The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. - The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged

	pupils being no more than 2% lower than their peers.
7) Pupils access SEMH support through the Family Resource Worker, Learning Mentor, nurture provision and LEGO/ELSA, Riding for Smiles, Sensory Room, Sensory Circuits.	Pre and post assessments will show impact of provision. Boxall profiles will evidence impact. Sensory audits will help applications for additional funding.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching – Walkthrus to continue across 2023-2024	QA of Teachers CPD Rapid Evidence Review- https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/teachers-continuing-professional-development/ Evidence informed CPD - https://www.walkthrus.co.uk/	1,2,3, 4 &5
Maximising the Impact of Teaching Assistants Five a day principle - EEF	EEF Making the best use of Teaching Assistants https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ MITA - https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants/ UCL Deployment of Support Staff - https://discovery.ucl.ac.uk/id/eprint/10096858/	1,2,3,4 &5
Ongoing CPD to improve phonics teaching with KS1 lead	EEF Phonics Toolkit Strand consistent evidence to support phonics in developing Early Reading. Strong. evidence base that indicates a positive impact on the accuracy of word reading https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ EEF Improving Early Literacy - https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/ Early Phonics and support work from the English Hub Improving Literacy in KS1 - https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/	2, 3
Support for ECT teachers	Early Career Framework https://www.gov.uk/government/publications/induction-for-early-career-teachers-england	All
Metacognition Training and development	EEF (2018) Metacognition and Self-Regulation Learning Guidance Report – 5 a day a principle BSS INSET training – full staff	3,4, 5, 6, 7

	https://educationendowmentfoundation.org.uk > news 'Getting Started with Metacognition' https://cambridge-community.org.uk/professional-development/gswmeta/index.html	
Curriculum Coordinator Release time for CPD / Coaching	An evidence informed approach to Curriculum Design https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design OFSTED Curriculum Research Reviews https://www.gov.uk/government/collections/curriculum-research-reviews	1,2,3,4,5 & 7

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

Budgeted cost: £ 68,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x HLTA to boost Y6 Pupils in English and Maths and Y2	EEF Making the Best Use of Teaching Assistants – structured interventions strand - https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ EEF Teaching and Learning Toolkit Small Group Tuition - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	1,2, 3, 4,5
Same day catch up – small group support	Small Group Tuition: EEF Teaching and Learning Toolkit EEF (2018) 'Making the Best use of Teaching Assistants': Guidance Report	1,2 & 3
Accelerated Reading Project	EEF Improving Literacy in KS2 Report https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ Reading Comprehension Strategies - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ Herts for Learning - https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project Derbyshire English Hub support from Nic O Donnell Lexia Reading licences	1, 2 & 3

Additional Phonics sessions in KS2	A dedicated highly trained HLTA will solely focus on improving the attainment of children in KS2 who still need additional phonics intervention. EEF Improving Literacy in KS2 Report https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	1, 2 &3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families and children Full Time Family Resource Worker Part-time support with attendance from school business assistant Nurture Lead/Learning mentor/	Decrease in numbers of families at CIN, CP due to increase in families accessing Early Intervention (Early Help) from Family Resource Worker Dedicated person in role, who builds a relationship where the parents trust them and feels they will listen to them and provides support EEF Toolkit Parental Engagement https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/ EEF Improving Social and Emotional Learning in Primary Schools – https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	5, 6, 7
Attendance Awareness training – for our Family Resource Worker Attachment awareness training	Dedicated person and time for monitoring attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. LEA – Sarah Chadwick supportive consultation regarding attendance systems in school https://www.derbyshire.gov.uk	2, 4,6, 7

	Family Resource Worker trained 2023.	
Enrichment opportunities	EEF Tiered approach https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/	4, 6,7
Emergency Food to create parcels when needed for vulnerable families	Food hampers – organised by FRW	6,7 & 8

Total budgeted cost: £ 145,050

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 2022 to 2023 academic year.

<i>Aims</i>	<i>Outcomes</i>
Ensure high quality teaching across the school.	
Join the Learners First Teaching Alliance to support staff development training opportunities. (and cover)	Joined Chesterfield and Shirebrook cluster for moderation of standards to ensure standards of writing improved and ensured teachers expectations were raised. Kagan teaching improved interactive teaching and learning for all pupils.
Create additional capacity to allow leaders and subject co-ordinators in school to work with colleagues in 1:1 CPD sessions (or small group sessions) = Appointment of an additional HLTA (Partially subsidised by PP income) 0.5 day per week	In September 23, a deputy head was seconded to improve and support the development of the school curriculum. The non-teaching SENDCo supported classroom cover to release co-ordinators to develop their subjects across school.
Provide staff with high quality CPD, (including the purchase 'Teaching WalkThru' programme and Kagan training)	Learning walks show improved teaching and learning across school.

	A clear monitoring schedule is in place to ensure teaching and learning continues to improve.																
Improve literacy and numeracy skills of Y6 children so that enabling at least 55% of Y6 children achieve the expected standard in Reading, Writing and Maths combined in the 2023 SATs																	
TA support in all year groups	Sats Results May 2023: (Previous year results 2022) Reading: 48% (41%) Writing – 70% (moderated by the LA) Maths – 61% (26%) Combined – 39% (19%) As a result of targeted intervention there was significant increase in results. HLTA ran targeted maths/English reading booster sessions. All staff ran additional booster sessions – 1 hour a week to focus on attainment results to support identified children.																
Phonics support TA Further embed Phonics scheme and resources for the lowest 20% of readers throughout the school.	Little Wandle is being used across KS1 and for targeted children in KS2. As a result of this we are no longer the whole school in the bottom 10% of schools nationally and are closing the gap to national ‘year on year’.																
<table><tr><th>DfE No</th><th>School name</th><th>SASI 2022-23</th><th>Base Deprivation Quintile (Nov 2022)</th><th>Year 1 Summer 2019 % met required standard</th><th>Year 1 Summer 2019 %tile Rank</th><th>Year 2 Autumn 2021 % met required standard</th><th>Year 2 Autumn 2021 %tile Rank</th></tr><tr><td>2219</td><td>Brookfield Primary School</td><td>IMe</td><td>5</td><td>27.3%</td><td>100</td><td>28.6%</td><td>100</td></tr></table>		DfE No	School name	SASI 2022-23	Base Deprivation Quintile (Nov 2022)	Year 1 Summer 2019 % met required standard	Year 1 Summer 2019 %tile Rank	Year 2 Autumn 2021 % met required standard	Year 2 Autumn 2021 %tile Rank	2219	Brookfield Primary School	IMe	5	27.3%	100	28.6%	100
DfE No	School name	SASI 2022-23	Base Deprivation Quintile (Nov 2022)	Year 1 Summer 2019 % met required standard	Year 1 Summer 2019 %tile Rank	Year 2 Autumn 2021 % met required standard	Year 2 Autumn 2021 %tile Rank										
2219	Brookfield Primary School	IMe	5	27.3%	100	28.6%	100										
Employ an Academic Mentor / Teacher to support catch up tuition	Support from the local authority: one seconded member of staff to support Teaching and learning; second member of																

	staff seconded to support curriculum development. This has achieved clear curriculum progression for the whole school. Consistent approaches from the SLT have provided a more consistent approach in moving the school forwards and raising expectations.
Wider strategies (for example, related to attendance, behaviour, wellbeing) 92	
To ensure children are ready to learn at the beginning of school. To run a breakfast club to ensure all children have the opportunity to have a healthy breakfast. • Consumables • TA hours	It is vital (and proven using Maslow's Hierarchy of Needs) that children need to overcome hunger to be able to learn. Multi-sport club, bagel breakfast – as a result of this; all children are fed and ready to learn.
To set up a 'board game' library to support children's social skills and language development.	FRW offers a lunch time club for any child who wants to have a play opportunity away from the main playground. This is a very popular club and can have up to 30 children a day. The impact is that less children are on the playground for issues. Inside the FRW models appropriate play/language and vocabulary.
Disadvantaged children have help to ensure that they can attend all visits.	All trips are inclusive. PP children have their trips subsidised to enable them to participate.
To support Children with a nurturing curriculum and offer emotion support to deal with mental health issues.	Nuture sessions are offered every afternoon. This ensures childrens SEMH needs are met. Learning mentor supports individual children to access the curriculum and have a positive attitude towards peers/learning. Children are more able to self-regulate as a result of this practice.

To employ a family support worker to work with those children and families who require extra support eg Behaviour support, vulnerable pupils and poor attenders as well as monitor attendance.	FRW has built up strong networks with the Brookfield community. She provides opportunities for parents to come into school to help break down any barriers. She is visible on the playground every day which has a massive impact to our most vulnerable families.

