



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged children. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Brookland Infant & Nursery School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Brenda McCafferty Headteacher
Pupil premium lead	Amy Simpson Deputy Headteacher
Governor	Sapna Shah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60 283
Recovery premium funding allocation this academic year	£6 525
Recovery Reset and Renaissance project funding allocation	£6 667
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£73 475

Part A: Pupil premium strategy plan

Statement of intent

At Brookland Infant and Nursery School we want all our children to be Creative, Curious, Ambitious and Healthy Learners. Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged children and others is wide. Although the children from disadvantaged backgrounds are a small group, many of these children also have additional barriers to learning. Common barriers to learning for our disadvantaged children are; weak language and communication skills, lack of confidence, limited enrichment opportunities, less support at home and parental engagement with school and attendance and punctuality issues. We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

We acknowledge when making provision for socially disadvantaged children, that not all children who are entitled to free school meals are socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

After potential barriers to learning have been identified, we use research-based interventions and carefully target support to address them. Research conducted by the EEF is used to support decisions around the usefulness of different strategies and their value for money.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children.
- Disadvantaged children to make good or rapid progress from their starting points.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- All children to leave the Infant school fully prepared for the next stage of their learning.

A tiered approach to pupil premium spending means we can focus on diminishing the gap through; high-quality teaching, targeted academic support and the consideration of wider strategies. High-quality teaching is at the heart of our approach, with a focus on areas in



which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills and vocabulary gaps.
2	Greater difficulties with phonics.
3	Attainment gaps in Reading, Writing & Maths.
4	Lower attendance and punctuality.
5	Multiple barriers to learning e.g. SEND and EAL
6	Limited wider cultural and social experiences.

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
Improved oral language skills and vocabulary among disadvantaged children.	- Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - Progress in Communication and Language at end of Reception is good or rapid for disadvantaged children.
Improved reading, writing and maths attainment for disadvantaged children at the end of KS1.	KS1 reading, writing and maths outcomes show that more than 75% of disadvantaged children met the expected standard.
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of	End of Year 1 phonics outcomes show that 70% met the expected standard.



Year 1 is in line with the national average.	
Disadvantaged children make at least expected progress from their starting points in reading, writing and maths.	• Progress in reading, writing and maths at the end of KS1 is good or rapid.
Best possible progress and attainment for PP children with additional barriers e.g. EAL, SEND through effective EHCP, Support Plans and targeted provision.	• Good or rapid progress for disadvantaged and SEND learners from their starting points. • Good or rapid progress for disadvantaged children and EAL learners from their starting points.
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	• Qualitative data from child's voice, child and parent questionnaires and teacher observations • Attendance at Meet the Teacher, Parents Evening, Let Your Child Explain, English & Maths online parent workshops is 100% • An increase in participation in enrichment activities, particularly among disadvantaged children.
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	• Percentage of attendance for disadvantaged children is in line with the National average. • The attendance gap between disadvantaged children and their non-disadvantaged peers is reduced.
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	• Progress in Personal Social Emotional Development and Understanding the World at the end of Reception is good or rapid. • Progress in Reading, writing and Maths at the end of KS1 is good or rapid. • Work samples, Reflection Pages and Pupil Voice in Special Books, child conferences show disadvantaged children have positive attitudes towards school and learning.



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: £11 728

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA appointed to work within Reception cohort to deliver Language Enrichment project Purchase resources and fund ongoing teacher and TA training and release time for the Language Enrichment Project. Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase resources and fund ongoing teacher and TA training and release time for the	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance This is linked to the White Rose Planning.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3



Enhancement of our maths teaching and curriculum provision through implementation of the Mastering Number programme in KS1. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and training for Mastering Number).	Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers. https://www.ncetm.org.uk/media/fzmp4g/ncetm_mathshubs_mastering_number_flyer.pdf	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. • Reflection pages • Child's Voice meetings. Conferencing with children 1:1 • Lego Therapy • Paper Club • Zones of Regulation.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5,6



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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of programmes to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills. • Language Enrichment Project • Early Talk Boost • Talk Boost • Sound Communities Project	Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5
Additional sessions in reading targeted at disadvantaged children who require further support. • 1:1 reading support • Bug Club Reading Club	Working in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 5
Use of programmes to improve gross motor and fine motor skills for disadvantaged children who have relatively less developed physical skills. • Occupational Therapy to Bridge the Learning Gap (OTTO)	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.	3, 5



	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £21 747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and approaches with the aim of developing our school ethos and improving and sustain behaviour and emotional wellbeing across school. • Zones of Regulation • 'Quality first teaching in response to emotional behaviours in the classroom' training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Embed principles of good practice set out in the DfE's Improving School Attendance advice. First day calling to all families to enquire about absence. In the case of persistence absence PP parents invited into school to meet with SLT to discuss barriers for attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A Government Research Report found a link between attendance and attainment. Children were 1.3 times more likely to achieve L4 at KS2 with no absence than children who were absent 10-15% of the time.	4



• Support plans to be put in place for individual children. • Offer Breakfast club places (Y1 & Y2). • Individual attendance rewards. • Class rewards.		
Improve the quality of social and emotional (SEL) learning through various smaller groups and wider curriculum opportunities. • Singing Club • Paper Club • Bug Club Reading Club • Reading Buddy sessions • Lego Therapy • BYCAS • Explorers Club	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): and Collaborative learning approaches. A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	3, 5, 6
All disadvantaged children attend school trips, take part in the wider curriculum aspect of school life and are offered the opportunity to attend extra-curricular clubs beyond school hours to support learning and development and enhance social and cultural experiences.	Children need to feel included and have a sense of belonging to their school community. It is important that all children have equal access to enrichment opportunities regardless of economic background.	1, 3, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £73 475