



Pupil premium strategy statement – Reviewed November 2023

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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 and the effect that last year's spending of Pupil Premium had within our school (a review of academic year 2021-2022).

School overview

Detail	Data
School name	Brookland Infant & Nursery School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	10%
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 originally published	December 2021
Date on which it was reviewed	November 2023 (and ongoing)
Date on which it was updated for this academic year	November 2023
Date on which it will be reviewed	July 2024
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	£56 769
Recovery premium funding allocation this academic year	£6 163
Pupil premium funding carried forward from previous years	£0
Total budget for academic year	£62 932



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, attainment starting point or the challenges they face, feels safe valued and are supported to make good progress 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 children's 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 in the EYFS.
2	Greater difficulties with retaining and applying phonic knowledge.
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.
7	Number of children achieving a GLD (Good Level of Development) at the end of EYFS (Early Years Foundation Stage) is lower than Barnet and National

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 EYFS 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 better for disadvantaged children.
Improved progress and attainment across all EYFS for disadvantaged children	Number of children achieving a GLD (Good Level of Development) at the end of EYFS (Early Years Foundation Stage) is in line with or above national.



The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 is in line with the national average.	End of Year 1 phonics outcomes show that the number of disadvantaged children who met the required standard is in line with or above national.
Improved reading, writing and maths attainment for disadvantaged children at the end of KS1.	KS1 reading, writing and maths outcomes show that attainment for disadvantaged children is in line with or above national.
Disadvantaged children make at least expected progress from their individual 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 is 100%. Attendance at Let Your Child Explain, English & Maths Parent Workshops is good. - 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. - Barriers to attendance will be identified swiftly and action will be taken to improve attendance. - Government guidelines around attendance will be adhered to and communicated appropriately with parents/carers.
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	- Work samples, Reflection Pages and Pupil Voice in Special Books, child conferences show disadvantaged children have positive attitudes towards school and learning. - Increased number of PP children attending lunchtime and after school clubs. - All PP children take part in school trips and in school experiences with outside visitors. - 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.



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

Budgeted cost: £13 654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers and TAs continue to deliver principles highlighted during the Language Enrichment project (21-22). 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	1,5,7
Reception team to continue to implement strategies introduced when taking part in the Barnet 'Flying High Project' (22-23). This project had a focus on high quality EYFS provision, leading to high outcomes. There will be a significant focus on Literacy and Communication.	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading and writing skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,7
Embed the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children.	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



Purchase of further resources e.g., additional decodable reading books and fund ongoing teacher and TA training and release time for the Reading Subject Leader.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance This is linked to the White Rose Planning in Reception and KS1. Enhancement of our maths teaching and curriculum provision through daily implementation of the Mastering Number (Number Sense) programme in Reception and KS1.	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) 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	3,7
Prioritising purposeful and timely feedback for the disadvantaged children. Feedback strategies as a whole school include: timely marking using the agreed symbols, ensuring disadvantaged children are the first to receive feedback with a focus on immediate verbal feedback, conferencing with children e.g. Reflection Pages.	Research demonstrates high quality verbal feedback has the greatest impact on learning and can lead to accelerated children's learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,3,7
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	5,6



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 • Lunchtime Club • Lunchtime PE club with Juniors • Zones of Regulation.	attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Targeted academic support

Budgeted cost: £25 425

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. • Early Talk Boost • Talk Boost	This research-based programme implemented in the Nursery and Reception supports children in early language acquisition. https://speechandlanguage.org.uk/talk-boost/	1, 3, 5, 7
Additional phonics sessions for disadvantaged children 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, 7
To ensure maximum impact on pupil progress by establishing small teaching groups and/or evidence-based interventions for disadvantaged children	We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in	2, 3, 5, 7



falling behind age-related expectations.	addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress. Working in small groups is effective due to greater feedback from the teacher and more sustained engagement in smaller groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 5

Wider strategies

Budgeted cost: £23 853

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged families to enable their children to attend all curriculum enrichment activities.	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. Our children benefit from activities that enhance the curriculum and bring learning alive. Educational visits provide practical memories and experiences which are easier to recall and therefore support the children's long-term learning.	1, 3 ,6, 7
Support for disadvantaged families with poor attendance.	Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at	4



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 school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Improve the quality of social and emotional (SEL) learning through various smaller groups and wider curriculum opportunities. • Singing Club • Computing Club • Reading Buddy sessions • Lego Therapy • BYCAS • Games 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
Disadvantaged children in Year 1 are offered the opportunity to attend a paid extra-curricular club (beyond school hours). The place will be funded for a term by school. Attendance at a club is aimed to support learning and development and enhance social experiences and widen their cultural capital.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6, 3



Externally provided programmes

Programme
Little Wandle Phonics (intervention and rapid catch-up programmes)
NCETM Maths Mastery
White Rose Maths
Early Talk Boost
Talk Boost

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.

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly.

Our internal monitoring and assessment of our children eligible for Pupil Premium ensures that children progress alongside their peers, and from their starting points.

Intended outcome	Outcomes
Improved oral language skills and vocabulary among EYFS disadvantaged children.	End of Reception 2023 (12 children eligible for Pupil Premium Funding) 42% of disadvantaged children at expected in Communication and Language (National 69.5%) 50% of disadvantaged children made good or better progress in Communication and Language. Of the 7 children that did not meet the expected level they all had at least 2 additional barriers to learning e.g. new to the school and English, early EAL and SEND.
The number of disadvantaged children meeting the expected standard in the phonics screening check at the end of Year 1 is in line with the national average.	End of Y1 Phonics screening check 2023 (10 children eligible for Pupil Premium Funding) Disadvantaged: 50% met expected standard. (National 66.8%) Of the 6 children who did not meet the required standard, they all had at least 2 additional barriers to learning e.g. new to the school and English, early EAL and SEND.



Improved reading, writing and maths attainment for disadvantaged children at the end of KS1.	End of KS1 2023 (18 children eligible for Pupil Premium Funding) Our data was better than the national 2023 disadvantaged data: <table> <tr> <td>BIS reading EXS+ 67%</td><td>National 54%</td></tr> <tr> <td>BIS writing EXS+ 67%</td><td>National 44%</td></tr> <tr> <td>BIS maths EXS+ 68%</td><td>National 56%</td></tr> </table>	BIS reading EXS+ 67%	National 54%	BIS writing EXS+ 67%	National 44%	BIS maths EXS+ 68%	National 56%
BIS reading EXS+ 67%	National 54%						
BIS writing EXS+ 67%	National 44%						
BIS maths EXS+ 68%	National 56%						
At the end of KS1, disadvantaged children make at least expected progress from their starting points in reading, writing and maths.	End of KS1 2023 (18 children eligible for Pupil Premium Funding) Internal progress data: Reading (good or better progress): 78% Writing (good or better progress): 83% Maths (good or better progress): 94%						
Best possible progress for PP children with additional barriers e.g., EAL, SEND through effective EHCP, Support Plans and targeted provision.	End of KS1 2023 (18 children eligible for Pupil Premium Funding) Internal progress data: Disadvantaged and SEND: Reading (good or better progress): 56% Writing (good or better progress): 67% Maths (good or better progress): 89% Disadvantaged and EAL: Reading (good or better progress): 70% Writing (good or better progress): 70% Maths (good or better progress): 90% Disadvantaged, SEND and EAL: Reading (good or better progress): 40% Writing (good or better progress): 40% Maths (good or better progress): 80%						
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Qualitative data from child's voice and child questionnaires showed that children believed that wellbeing was taken seriously at the school: 96% of children feel that the school helps them look after their emotional and mental health. 96% enjoy coming to school all or most of the time. 100% of children feel safe at school. Parent voice from questionnaires showed that parents believed that wellbeing was good for children: 100% felt their children were happy. 100% that their child felt safe. 99% that help their children to have a healthy lifestyle and we support personal development. Attendance at Meet the Teacher, Parents Evening, Let Your Child Explain, English & Maths online parent workshops was very good and when parents did not attend, they were						



	contacted to discuss ways to support them being more engaged. We now have 2 Mental Health first aiders.
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	Data for 2022-2023: Overall absence 2022-2023 for disadvantaged children 9.83% Persistent absence 2022-2023 for disadvantaged was 20% Successful strategies to tackle absence include: first day calling; regular letters to parents and reporting weekly attendance figures in the weekly newsletter. Close work with our EWO is effective in reaching out to identified families.
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	Work samples, Reflection Pages and Pupil Voice in Special Books, child conferences show disadvantaged children have positive attitudes towards school and learning. All Disadvantaged children attended school trips, swimming and Y2 residential trip. 91% of the Y1 children who were offered a place at a chosen afterschool club took up the place during the Summer Term.