



## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It also includes a review of the previous academic year, 2024-2025.

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	Brookland Infant & Nursery School
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was originally published	December 2024
Date on which it was updated for this academic year	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Brenda McCafferty Headteacher
Pupil premium lead	Amy Hurst Deputy Headteacher
Governor	Kate Blumhof

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42 420
Pupil premium funding carried forward from previous years	£0
<b>Total budget for academic year</b>	<b>£42 420</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Brookland Infant and Nursery School every child is recognised as a unique individual and an inclusive culture is at the heart of everything we do. We believe that all children should be given the opportunity to make good progress and achieve high attainment in all areas of the curriculum. We want all our children to be Creative, Curious, Ambitious and Healthy Learners. We are committed to 'narrowing the gap' between vulnerable pupils and all pupils and the Pupil Premium funding forms a vital part of that process. We also recognise that not all disadvantaged children will be in receipt of pupil premium funding and therefore support will be allocated to any child the school identifies as being socially disadvantaged.

Our aims:

- Ensure that learning and teaching opportunities meet the needs of all children;
- Narrow the attainment and progress gap between disadvantaged and non-disadvantaged children;
- Ensure disadvantaged children make good or better progress from their starting points;
- Ensure that all children have access to the enrichment opportunities provided as part of the curriculum and also extra-curricular activities;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve;
- Continue to provide support for families who struggle to engage with the school.

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.

### Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged children.
2	Greater difficulties with retaining and applying phonic knowledge.



3	Attainment gaps in Reading, Writing and Maths.
4	Weaker listening and attention skills.
5	Multiple barriers to learning e.g., SEND and EAL.
6	Lower attendance and punctuality.
7	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 for disadvantaged children.	<ul style="list-style-type: none"> <li>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.</li> <li>Attainment in Communication and Language at end of Reception is in line with National and progress is good or better for disadvantaged children.</li> </ul>
Improved attainment in Phonics at the end of Reception and Year 1.	<ul style="list-style-type: none"> <li>End of Reception phonics outcomes show disadvantaged children are 'on track' to meet the required standard at the end of Year 1.</li> <li>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.</li> </ul>
Improved progress and attainment across all EYFS and KS1 for disadvantaged children in reading and writing and maths.	<ul style="list-style-type: none"> <li>Attainment for reading, writing and maths for disadvantaged children at the end of EYFS is in line with Barnet and national data.</li> <li>Attainment and progress measured by teacher assessments in KS1 for reading and writing for disadvantaged children is in line with other local schools in the Infant School Partnership.</li> <li>Quality first teaching enables disadvantaged children to achieve in line with their peers</li> </ul>
Improved engagement during whole class and group learning activities among disadvantaged children.	<ul style="list-style-type: none"> <li>Sustained high levels of active engagement during whole class learning and turn taking participation during group work demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from pupil and teacher voice</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- Learning walks show a significant increase in participation amongst our disadvantaged children</li> <li>• Quality first teaching enables pupils to achieve in line with their peers</li> </ul>
Best possible progress for disadvantaged children with additional barriers e.g., EAL, SEND through effective EHCP, Support Plans and targeted provision.	<ul style="list-style-type: none"> <li>• Good or better progress for disadvantaged and SEND learners from their starting points.</li> <li>• Good or better progress for disadvantaged children and EAL learners from their starting points.</li> </ul>
Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	<ul style="list-style-type: none"> <li>• Qualitative data from child's voice, child and parent questionnaires and teacher observations</li> <li>• Attendance at Meet the Teacher, Parents Evening is 100%. Attendance at Let Your Child Explain, English &amp; Maths Parent Workshops is good.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged children.</li> </ul>
Achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<ul style="list-style-type: none"> <li>• Percentage of attendance for disadvantaged children is in line with the National average.</li> <li>• Barriers to attendance will be identified swiftly and action will be taken to improve attendance.</li> <li>• Government guidelines around attendance will be adhered to and communicated appropriately with parents/carers.</li> </ul>
Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.	<ul style="list-style-type: none"> <li>• Work samples, Reflection Pages and Pupil Voice in Special Books, child conferences show disadvantaged children have positive attitudes towards school and learning.</li> <li>• Increased number of disadvantaged children attending lunchtime and after school clubs.</li> <li>• All disadvantaged children take part in school trips and in school experiences with outside visitors.</li> <li>• Progress for disadvantaged children in Personal Social Emotional Development and Understanding the World at the end of Reception is good or better.</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

Budgeted cost: £12 220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>Research consistently supports the implementation of quality first teaching as a good practice in education. Quality first teaching refers to the provision of high-quality instruction in the classroom that meets the diverse needs of all learners, regardless of their abilities or backgrounds. Studies have shown that effective teaching practices have a significant impact on children’s achievement. Quality first teaching focuses on providing clear learning objectives, well-structured lessons, and opportunities for active child engagement. Research highlights the following elements of quality first teaching:</p> <ol style="list-style-type: none"> <li>1. Adaptive teaching: Effective teachers adapt their instruction to meet the individual needs of children, considering their prior knowledge, abilities, and learning styles. Adapted strategies, such as providing varied levels of challenge, scaffolding support, and using a range of teaching strategies, have been shown to improve children’s learning outcomes.</li> <li>2. Assessment for Learning: Quality first teaching involves ongoing assessment practices that inform instruction. Formative assessment strategies, such as regular feedback, on the spot verbal feedback and self-assessment, help children understand their progress and identify areas for improvement. Research shows that the use of formative assessment enhances child engagement, motivation, and achievement.</li> <li>3. Classroom Climate: Creating a positive and inclusive classroom environment is essential for quality first teaching. Research indicates that classrooms characterised by mutual respect, positive teacher-child relationships, and a supportive learning community contribute to improved pupil outcomes, including academic achievement and well-being.</li> <li>4. Effective Use of Resources: Quality first teaching involves utilising appropriate resources, including teaching materials, technology, and manipulatives, to support learning. Research highlights the importance of using evidence-based teaching strategies and</li> </ol>	1,3,4,5



	<p>selecting resources that align with curriculum objectives and children’s needs.</p> <p>5. By implementing quality first teaching practices, we can optimise children’s learning experiences and outcomes. Research consistently demonstrates the positive impact of effective teaching practices on achievement, engagement, and overall wellbeing.</p>	
<p>Formulation and introduction of the Brookland Infant &amp; Nursery School Teaching &amp; Learning Toolkit to embed metacognitive techniques across the curriculum.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get children to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of this approach is very high, particularly for disadvantaged children.</p> <p>Metacognition and Self-regulated Learning EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Use work of Rosenshine’s principles to support pedagogical development and use of metacognitive strategies.</p>	<p>1,3,4,5</p>
<p>Oral language and vocabulary.          Embed the use of dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and secure essential subject specific vocabulary.</p>	<p>There is a strong evidence base that suggests oral language activities, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on oracy skills, reading and writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,5</p>
<p>Continue the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children.</p> <p>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.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Use of programmes to improve gross motor and fine motor skills for disadvantaged children who have relatively less developed physical skills.</p> <ul style="list-style-type: none"> <li>Occupational Therapy to Bridge the Learning Gap (OTTO)</li> </ul>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	<p>3</p>



<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>• Reflection pages</li> <li>• Child's Voice meetings. Conferencing with children 1:1</li> <li>• Lego Therapy</li> <li>• Lunchtime Club</li> <li>• Zones of Regulation.</li> <li>• Young Carers Club</li> </ul>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4,7</p>
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## Targeted academic support

Budgeted cost: £26 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of programmes to improve listening &amp; attention, narrative and vocabulary skills for disadvantaged children.</p> <ul style="list-style-type: none"> <li>• Early Talk Boost</li> <li>• Talk Boost</li> <li>• Language Enrichment Programme</li> <li>• Chatterbox</li> <li>• Bucket Time (Attention Autism)</li> </ul>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> <p>On average, students who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and students from disadvantaged backgrounds (up to 6 months additional progress).</p>	<p>1, 3, 4, 5, 7</p>
<p>Additional phonics sessions for disadvantaged children who require further phonics support.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Additional sessions in reading.</p> <ul style="list-style-type: none"> <li>• 1:1 reading support</li> <li>• Small group reading</li> </ul>	<p>Research on one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 additional months' progress</p> <p>Working in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>2,3</p>



## Wider strategies

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for disadvantaged families to enable their children to attend all curriculum enrichment activities.</p>	<p>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.</p> <p>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.</p>	<p>1, 3 ,4, 5, 7</p>
<p>Support for disadvantaged families with poor attendance.</p> <p>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.</p>	<p>Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. The school will work with the EWO to support identified families.</p> <p>The school will support these families (long term or short term) and offer a part-funded place at breakfast club.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 6</p>
<p>Improve the quality of social and emotional (SEL) learning through various smaller groups and wider curriculum opportunities.</p> <ul style="list-style-type: none"> <li>● Singing Club</li> <li>● Computing Club</li> <li>● Reading Buddy sessions</li> <li>● Lego Therapy</li> <li>● BYCAS</li> </ul>	<p>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):</p> <p>and</p> <p>Collaborative learning approaches.</p> <p>A collaborative (or cooperative) learning approach involves children 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1, 3, 4, 5, 7</p>



## Externally provided programmes

Programme
Little Wandle Phonics (intervention and rapid catch-up programmes)
Early Talk Boost & Talk Boost
Occupational Therapy To Bridge the Learning Gap (OTTO)
Attention Autism
Language Enrichment Programme
Speech and Language Therapy Programme (Chatterbox)
Zones of Regulation

## 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 2024 to 2025 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.	<p><b>End of Reception 2025</b> (6 children eligible for Pupil Premium Funding) 66.7% of disadvantaged children met the expected standard in Communication and Language. This is in line with National of 67%. This is an increase of 33.4%pts from 2024. 83% of disadvantaged children made good or better progress in Communication and Language.</p>
Phonics outcomes at the end of Reception indicate that disadvantaged children are likely to meet the expected standard in the phonics screening check at the end of Year 1.	<p><b>End of Reception phonics 2025</b> (6 children eligible for Pupil Premium Funding) 67% of disadvantaged children were 'on track' at the end of Reception and therefore are expected to meet the required standard at the end of Year 1.</p>
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.	<p><b>End of Y1 Phonics screening check 2025</b> (9 children eligible for Pupil Premium Funding) Disadvantaged: 44% met expected standard. This is an increase of 7.6%pts from 2024.</p>



	<p>Of the 5 disadvantaged 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.</p> <p>The 5 children all received phonics intervention in Year 1.</p> <p>These children will continue to receive phonics intervention in Year 2.</p>
<p>Improved reading, writing and maths attainment for disadvantaged children at the end of KS1.</p>	<p><b>End of KS1 2025</b>          (11 children eligible for Pupil Premium Funding)          Reading WA+ 45%          Writing WA+ 45%          Maths WA+ 44%          An increase of 12%pts from 2024 in both reading and writing.</p>
<p>At the end of KS1, disadvantaged children make at least expected progress from their starting points in reading, writing and maths.</p>	<p><b>End of KS1 2025</b>          (11 children eligible for Pupil Premium Funding)          Progress data:          Reading (good or better progress): 100%          ↑ 11%pts from 2024          Writing (good or better progress): 100%          ↑ 33%pts from 2024          Maths (good or better progress): 100%          ↑ 22%pts from 2024</p>
<p>Best possible progress for disadvantaged children with additional barriers e.g., EAL, SEND through effective EHCP, Support Plans and targeted provision.</p>	<p><b>End of KS1 2025</b>          (11 children eligible for Pupil Premium Funding)          Progress data:          Disadvantaged and SEND:          Reading (good or better progress): 100%          ↑ 20%pts from 2024          Writing (good or better progress): 100%          ↑ 40%pts from 2024          Maths (good or better progress): 100%          ↑ 40%pts from 2024</p> <p>Disadvantaged and EAL:          Reading (good or better progress): 100%          Writing (good or better progress): 100%          ↑ 33%pts from 2024          Maths (good or better progress): 100%</p> <p>Disadvantaged, SEND and EAL:          Reading (good or better progress): 100%          ↑ 25%pts from 2024          Writing (good or better progress): 100%          ↑ 50%pts from 2024          Maths (good or better progress): 100%          ↑ 50%pts from 2024</p>



<p>Achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.</p>	<p>Attendance at Meet the Teacher, Parents Evening, Let Your Child Explain, English &amp; Maths parent workshops was very good and when parents did not attend, they were contacted to discuss ways to support them being more engaged.</p>
<p>Achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Data for 2024-2025:  Overall attendance 2024-2025 for all children was 94.22% and attendance for disadvantaged children was 92%  Persistent absence 2024-2025 for all children was 17.79% and persistent absence for disadvantaged children was 22.86%  Successful strategies to tackle absence include: first day calling; inviting children to attend breakfast club (at 50% of the cost), 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.</p>
<p>Widen cultural and social experiences of our disadvantaged children to support and enhance learning and development.</p>	<p>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 in every year group, swimming in YR -Y2 and the Y2 residential trip either for the day or overnight.  In Personal Social Emotional Development, 89% of disadvantaged children made good or better progress at the end of Reception.  In Understanding the World, 78% of disadvantaged children made good or better progress at the end of Reception.</p>