

Brookdale Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

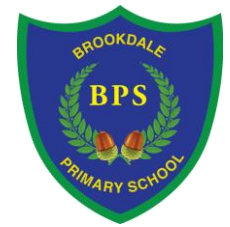
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brookdale Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	28 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-25
Date this statement was published	30.11.23
Date on which it will be reviewed	November 2024
Statement authorised by	Kate Ball (Headteacher)
Pupil premium lead	Kate Ball (Headteacher)
Governor / Trustee lead	Rachel Hudson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£45,235



Part A: Pupil premium strategy plan

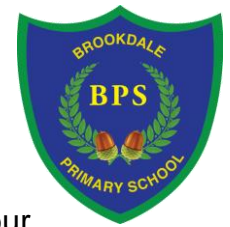
Statement of intent

At Brookdale we aim to use our Pupil Premium funding to:

- Ensure equality of opportunity to achieve for all our pupils, regardless of their background and, in the current climate, to ensure that all pupils have access to educational enhancements.
- Support and challenge PP children in accessing or mastering the curriculum and thus diminishing the difference between PP and non-PP.
- Tackle non-academic barriers to academic success, such as difficulties in attendance and social and emotional wellbeing

Our current strategy works towards achieving these objectives by:

- Working with pupils and their families to improve mental health and wellbeing where necessary which will positively impact on attendance and academic achievement
- Ensuring our PP pupils have access to a broad and balanced curriculum without excessive intervention for core subjects which takes them outside of the classroom
- Providing quality and meaningful assessment tools for teachers to identify gaps in pupils' learning and plan timely and effective intervention
- Providing quality teaching materials and resources to ensure learning of the highest quality takes place
- Providing quality CPD to staff to ensure learning of the highest quality takes place
- Ensuring that there are opportunities for pre-teaching, immediate feedback and rapid intervention **within** the classroom environment through the provision of classroom teaching assistants in each class
- Providing focused, quality intervention programmes across the school to diminish any difference in attainment and progress between PP and non-PP pupils.
- Develop pupils' long-term memories, and therefore retention of learning, through implementing retrieval practice and fluency building activities throughout the curriculum



Challenges

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

Challenge number	Detail of challenge
1	Spoken language as an area requiring development across PP and FSM pupils in EYFS and KS1
2	42% of PP pupils currently in school are also on the school's SEND register
3	Attendance rates: FSM 91% in Autumn 2023
4	Pastoral issues including mental health and wellbeing issues, absence and lateness for some PP children
5	In house end of 2023 data shows that just 40% of PP children in KS1/2 are at expected standard for their year group in writing with 58% in reading and 44% in maths

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
The mental health and wellbeing of our PP (and all) pupils is such that they are able to access and enjoy learning.	Attendance, self-esteem and attitude to learning amongst identified pupils increases which has a positive effect on wellbeing and progress.
PP pupils make equal or greater progress in core subject areas of Reading, Writing and Maths in comparison to their non-PP peers.	End of year data demonstrates that PP pupils have made at least expected progress.
Pupils are assessed using quality assessment tools for teachers to identify gaps in their learning and plan timely and effective support which results in greater than expected progress from their starting points.	Information from termly pupil progress meetings with a focus on PP pupils demonstrates clear understanding of gaps in pupils' learning and evidences learning activities that support the pupils to make progress.
Teaching materials, including published schemes, are used effectively by teachers and teaching assistants to plan support and accelerate progress.	End of year data demonstrates that PP pupils have made at least expected progress in core subject areas.



Activity in this academic year

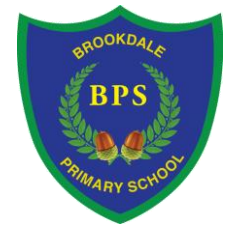
Activity in this academic year

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-fund Teaching Assistants across the school, prioritising areas of need through pupil progress and attainment data.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3, 5
Part-fund teaching assistants across school to promote oracy, language and vocabulary development.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 5
Part-fund supply cover for teachers undertaking NPQs in Leading Literacy, Leading Teaching and Early Years Leadership throughout the year	https://www.gov.uk/guidance/national-professional-qualification-npq-courses#specialist-npqs	1,2,5
Fund a CPD programme for teaching staff to improve pedagogy across the school and inform a bespoke performance appraisal system for the improvement of all teaching staff	https://schoolsallianceforexcellence.co.uk/walkthrus-priority-project-supporting-teachers-to-be-the-most-effective-they-can-be/ https://haringeyeducationpartnership.co.uk/school-improvement/pedagogy/	2,5



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

Budgeted cost: £ 15,000

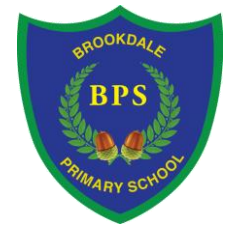
Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund weekly visits from private SaLT support to work closely with key pupils and teaching staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 5
Fund the purchase of practice materials for use with whole classes across the school to support retrieval practice	https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	2,5

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-Fund Teaching Assistants across the school to enable quality pastoral intervention targeting those most in need.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	2, 3, 4
Fund counselling support from MCTC to support specific PP pupils experiencing MH difficulties	https://explore.bps.org.uk/content/bpsecp/33/4/50#:~:text=The%20research%20findings%20indicated%20that,%2C%20confidence%20and%20self%20Desteem. <i>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</i>	2, 3, 4
Fund ELSA training for 1 member of staff to provide pastoral support across the school 5 afternoons a week		2, 3, 4

Total budgeted cost: £47,000



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.

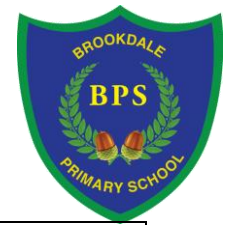
We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 continued to be below our expectations although there was some improvement from 2021/22 academic year. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. **At the end of KS2 in 2022/23, our disadvantaged Y6 pupils' attainment is equal to, or higher than, attainment of their non-PP peers; we see this as evidence that our PP strategy is beginning to have a positive effect.**

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has, in most cases, diminished since last academic year although still remains wider than we would expect. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.



Brookdale Primary School 2023 Data								
	Measure	School 2019	National 2019	School 2022	National 2022	School 2023	National 2023	
EYFS	GLD	73%	72%	63%	65%	63%	67%	
Key Stage 1	EXP: RWM	70%	65%	57%	53%	47%	56%	
	EXP: R	74%	75%	71%	67%	70%	68%	
	EXP: W	70%	66%	57%	58%	63%	60%	
	EXP: M	80%	76%	71%	68%	70%	70%	
	GD: R	23%	25%	29%	18%	7%	19%	
	GD: W	23%	11 %	18%	8%	0%	8%	
	GD: M	23%	22%	18%	15%	10%	16%	
	Y1 PSC	81%	82%	93%	87%	90%	79%	
Key Stage 2	Y4 MTC Check	n/a	n/a	Average score 21.5 / 25	Average score 19.8/25	Average score 21/25	Average score 20.2/25	
	EXP: RWM	76%	65%	71%	59%	64%	59%	
	HS: RWM	14%	11%	7%	7%	6%	8%	
	EXP: GPaS	86%	78%	93%	73%	73%	72%	
	EXP+: R	79%	73%	89%	75%	82%	73%	
	EXP+: M	86%	79%	93%	71%	82%	73%	
	Writing (TA)	EXP+	86%	78%	75%	70%	68%	71%
		GD	24%	20%	14%	13%	6%	13%
	<p align="center">INTERNAL Pupil Premium Information</p> <p>The following details the PP pupils across the school in 2022-23:</p> <ul style="list-style-type: none"> • 58 % of pupils working at ARE (age related expectations) or above for Reading • 37% of pupils working at ARE or above for Writing • 44% of pupils working at ARE or above for Maths <p>The following details the PP pupils at the end of KS2 in 2022-23:</p> <ul style="list-style-type: none"> • 100% of pupils working at ARE (age related expectations) or above for Reading • 75% of pupils working at ARE or above for Writing • 75% of pupils working at ARE or above for Maths • 75% of pupils working at ARE in RWM combined 							

Externally provided programmes

Programme	Provider
N/A	
N/A	