

Pupil premium strategy statement

This statement details Brooklands use of pupil premium for the 2024 to 2025 academic year) 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	Brooklands Primary School
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	March/July/Sept 2025
Statement authorised by	Peter Johnson Chair of Governors
Pupil premium lead	Christine Davy Headteacher
Governor / Trustee lead	Local Governing Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,678
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	£40,678

Part A: Pupil premium strategy plan

Statement of intent

At Brooklands we are ambitious for all our children. Every effort is made to ensure that the extra funding is used to best effect, so it makes a strong impact on children's learning and emotional and mental health. Brooklands makes effective use of evidence-based practice.

Research from the Education Endowment Foundation (EEF) is used to support our decision making on the most effective approaches.

The EEF recommends:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

Challenges

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

Challenge number	Detail of challenge
1	In some cases pupils eligible for Pupil Premium are not meeting age related expectations in reading, writing and mathematics.
2	Social and emotional issues for a small group of pupils eligible for Pupil Premium is having an impact on their readiness to engage with learning.
3	In some cases support at home is inconsistent (home learning completion, volume of reading at home).
4	In some cases access to sporting and cultural experiences is limited.

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
Increased proportion of pupils eligible for Pupil Premium achieving age related expectations.	Pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.
Social and emotional issues addressed for pupils eligible for Pupil Premium.	Fewer behaviour incidents recorded for these pupils on the school system.
Improved support for learning beyond the classroom.	Pupils eligible for Pupil Premium are supported with home learning.
Increased opportunities for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium experience planned enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching

Budgeted cost: £39,300 (Pupil Premium funding and school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil assessment and feedback: Assessment is used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in reading, writing and mathematics are used to identify pupils who would benefit from additional catch-up support.</p> <p>PiXL Primary purchased to support class teachers in effectively and accurately identifying gaps in learning across whole cohorts. Partnership data will allow schools to benchmark with other schools. Teachers will provide PiXL therapies linked to gaps in learning. (£39,300)</p>	<p>EEF: Assessment and feedback (+6 months)</p> <ul style="list-style-type: none"> Evidence suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of the year. Providing high-quality feedback to pupils is integral to effective teaching. Equally gathering feedback on how well pupils have learned a topic is important to enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons. 	<p>1</p>

Targeted academic support

Budgeted cost: £26,218 (school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition: High quality teaching is supported by targeted support to address gaps. These interventions are carefully targeted through identification and assessment of need. (school budget: £13,200)</p> <p>Teachers will provide PiXL therapies linked to gaps in learning. These will complement the work of the teacher and extend class-based teaching and learning. (school budget: £2,700)</p> <p>Teacher use Insight tracking to monitor progress and attainment. (school budget: £838)</p>	<p>EEF: Assessment and feedback (+4 months)</p> <ul style="list-style-type: none"> Evidence suggests that the average impact of small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition enables the teaching to focus exclusively on a small number of learners, usually in a separate work area. It can be used to ensure effective progress, or to teach challenging topics or skills. 	<p>1</p>
<p>Intervention programmes: Intervention programmes are used to focus on pupils' social and emotional needs. Effective intervention follows assessment, which can be used to ensure support is well-targeted and to monitor pupil progress.</p> <p>Train an Emotional Literacy Support Assistant (ELSA). ELSA to deliver support programmes. (school budget: £9,480)</p>	<p>EEF: Social and emotional learning (+4)</p> <ul style="list-style-type: none"> The average impact of successful social and emotional literacy support programmes is an additional four months' progress over the course of a year. Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. 	<p>2</p>

Wider strategies

Budgeted cost: £4,000 (school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to technology: Pupils are able to access technology so they can learn effectively at home.</p> <p>Online programmes e.g. Mirodo Education purchased to support home learning. Teachers will provide focused support for home learning through setting personalised learning tasks linked to gaps in learning. (school budget: £1,000)</p>	<p>EEF: Technology</p> <ul style="list-style-type: none"> Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which pupils are required to apply new skills. Using technology to support retrieval practice and self-quizzing can increase retention of knowledge. Technology can help teachers explain and model new concepts and ideas. 	3
<p>Enrichment activities: Pupils are able to access a wide range of activities such as sports, music and drama that they might have missed out on during lockdown. (school budget: £3,000)</p> <p>Communication with pupils and their families to assess levels of engagement and barriers to attendance.</p>	<p>EEF: Assessment and feedback (+3 months)</p> <ul style="list-style-type: none"> Evidence suggests that enrichment activities can lead to an average of four additional months' progress over the course of the year. 	4

Total budgeted cost: £69,518

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 2023 to 2024 academic year.

Brooklands' proportion of pupils eligible for Pupil Premium who are achieving age related expectations has increased. This is evidenced by:

- As evidenced in schools nationally, the performance of disadvantaged pupils was lower than their peers in some cohorts.
- 100% (4/4) in reading, 100% (4/4) in writing and 100% (4/4) of Year 6 pupils in mathematics achieved the expected standard.
- 100% (4/4) achieved reading, writing and mathematics combined.
- 25% (1/4) in reading, 25% (1/4) in writing and 25% (2/4) in mathematics achieved the higher standard.
- 80% (4/5) of Year 1 of pupils achieved the expected standard in the phonics screening check.
- PiXL comparisons with the national cohort demonstrate pupils eligible for Pupil Premium achieve age related expectations in reading, writing and mathematics.

Social and emotional issues addressed for pupils eligible for Pupil Premium:

- Fewer behaviour incidents have been reported compared to the previous academic year.

Improved support for learning beyond the classroom:

- Tracking information demonstrated pupils eligible for Pupil Premium were supported with home learning. In the small number of cases where this was not the case pupils were supported in school.

Increased opportunities for pupils eligible for Pupil Premium:

- From the Spring term 2022 the school expanded its offer of extra-curricular clubs. Increasing engagement of disadvantaged pupils will continue to be targeted for the academic year 2024/25.
- Brooklands' is resolved to maintain a high-quality curriculum which is enhanced by rich experiences such as trips and visitors and continues to fund these from the school budget.

