



Brookside Primary School

Learn Together - Achieve Together

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Brookside Primary School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	14 pupils 9.93%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (September 24-September 27)
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rick Tavernor
Pupil premium lead	Rick Tavernor
Governor / Trustee lead	Ed Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23680
Recovery premium funding allocation this academic year	
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	£23,680

Part A: Pupil premium strategy plan

Statement of intent

At Brookside Primary School, we aim to provide inspiring, creative and collaborative learning opportunities where our children are encouraged to reach their full potential. We are committed to providing the highest quality education for all children regardless of background and barriers to learning, in every aspect of school life. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy closely aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions matching pupil premium use with wider school improvements and improving readiness to learning.

We are also passionate about being an inclusive school and recognise that children's talents lie in a range of areas, not all reflected in the school league tables and other data sources. We want Pupil Premium children in our school to achieve academically, socially and emotionally.

Our Ultimate objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils to make good progress from their individual starting points.
- Ensure all children are able to experience wider opportunities as part of a balanced

Curriculum.

- That all our children are happy and have positive wellbeing.

Our context: In September 2024, 14 (9.93%) of pupils are eligible for Pupil Premium Funding in comparison to 24.6% national.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials, and first-hand learning experiences
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged children is below other children in school
2	Some of PPG children are also on the SEN register.
3	Outcomes of disadvantaged is below their peers
4	Disadvantaged pupils will have equitable access to enrichment opportunities, enhancing their school experience.
5	Not all PPG children are exposed to a wide range of experiences, have limited life experiences beyond their home and immediate community, creating a cultural capital disadvantage.

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
Where necessary, families are offered financial support to enable children to attend trips, visits, clubs and additional music tuition.	Eligible pupils attend trips and residential visits Eligible pupils are offered to attend a range of after school activities Eligible pupils in KS2 are offered the opportunity to learn a musical instrument in addition to usual music lessons.
Children in EYFS and KS1 make good progress in early reading and phonics	Progress and attainment measures demonstrate that our work and subsequent activity is having positive impact on the gap between school and national data. PP children are progressing more in line with national data sets.
Improved self-esteem and confidence EEF - Social and emotional learning +4	Children benefit from well-developed Forest School provision which supports connecting with each other and nature.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the introduction and training of 'Learning By Question' resource and tablets initially to Year 5/6 and Year 4/5 classes to support effective delivery of high quality whole class teaching sessions and feedback to improve learning. Update technology and tablets that need replacement.	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	2,3,4
All Aboard Phonics training for all staff across the school bringing all aboard phonics into Y2.	EEF - Metacognition and self regulation +7; Individualised instruction +4.	2,3,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs are employed to lead a range of interventions with PPG children, 1:1, small group, in classroom and after school booster groups.	' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	4

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

Budgeted cost: £ 17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Y6 residential School trips Extra curricular activities.	Sutton Trust parent power 2018 cultural capital – How Parents Use Financial and Cultural Resources to boost their children's chance of success. "The cost of some activities may be acting as a barrier for parents in lower socio-economic groups.	5
Forest school for all children.	Teaching children life skills such as resilience, team work and our values. Children are able to identify names of trees, light fires and use tools responsibly. Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play	1,2,4,5

	Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment	
TAs are employed to lead a range of interventions with PPG children, 1:1, small group Around wellbeing , understanding self and resilience.	' EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1,2,3,5

Total budgeted cost: £ 32,000

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 2023-24 academic year.

The intended outcomes for 2023-24 were:

- All children to experience a wide range of experiences – visits and visitors are accessible for all.
 - Enhanced teacher CPD DFE 2016 “standards for professional development” linking to implementing EEF guidance as subject leaders - More opportunities for Cooperative style lessons throughout the curriculum.
 - Improved maths outcomes Progress and attainment measures demonstrate that our work and subsequent activity is having positive impact on the gap between school and national data. PP children are progressing more in line with national data sets. Children enjoy maths.
 - Improved self-esteem and confidence post covid EEF - Social and emotional learning +4 Children benefit from well-developed Forest School provision which supports their post covid rehabilitation through connecting with each other and nature.
1. All Pupil Premium children attended funded residential visit and school trips.
 2. Progress from individual starting points was at least maintained with some making better progress, with maths outcomes and progress improving across the school.
 3. All pupils were taught by teachers trained in Kagan Cooperatively learning strategies
 4. All pupils in Reception class benefitted from 2 hours forest school per week, with all other children having at least a full term of two hours of forest school a week.
 5. Woodland Wanderers (outdoor learning) after school club was accessible to all Pupil Premium pupils.
 6. In school Y6 progress data for PP pupils in 2024 shows average progress in:
 7. Reading 21.18 compared with 3.15 for the rest of the class
 8. Writing 13.15 compared with 2.83 for the rest of the class
 9. Maths 11.01 compared with 4.32 for the rest of the class.