

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Brookland CE Primary School |
| Number of pupils in school | 87 |
| Proportion (%) of pupil premium eligible pupils | 17.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Martin Hacker – Headteacher |
| Governor / Trustee lead | Mrs L Byrne (Governor) |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £20836 |
| Recovery premium funding allocation this academic year | £2348 |
| School Led Tutoring Grant including school contribution | £1665 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1596 |
| 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 | £24849 |

Part A: Pupil premium strategy plan

Statement of intent

Brookland CE Primary School is a small rural ½ form entry primary school located in the village of Brookland on the Romney Marsh in Kent.

The school's IMD rank is 5900 – IMD Decile 2 putting it in the bottom 20% for deprivation. The school currently has 17.6% in receipt of pupil premium funding up from 16.4% the previous year. 21.8% of children have special educational needs.

At Brookland CE Primary School our aim is to use our pupil premium funding to help us improve not only the academic attainment of our disadvantaged pupils but also their mental health and well-being, so that pupils are able to flourish and live life in all its fullness.

Our strategy is designed and underpinned by our Christian Vision, which acts as the focus for all decision making processes in the school. Our strategy will focus on the key challenges that are preventing our disadvantaged children from attaining well. Our approach will be responsive to not only common challenges experienced by children but also the specific needs of our disadvantaged pupils.

Our expectation at Brookland, is that all pupils, regardless of background or the challenges that they face are able to excel and be successful in school and beyond.

Making Decisions on Pupil Premium Spending

When making decisions on how pupil premium funding is spent, we consider the context of our school and any subsequent challenges faced. There are no specific rules as to how funding is spent, however in making decisions on the use of the Pupil Premium we:

- Ensure that Pupil Premium funding is used solely for its intended purpose.
- Use the latest evidence based research (such as the EEF) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

In deciding which approaches to use we :

- Analyse the barriers to learning before deciding what strategies to use.
- Decide on desired outcomes and identify success criteria for each.
- Monitor and evaluate the impact of any current strategies on pupils; change them if they are not working.

- Decide on an optimum range of approaches to use.
- Keep up to date with research.

Recent successful spending based on previous outcomes and EEF recommendations include:

- Early interventions in early years and Year 1, especially in response to the pandemic.
- Focused use of small group and 1-1 tuition.
- Focused use of TAs in specific, robust and monitored interventions.
- Specialist provision accessed, such as support from SLTS.
- Increasing provision for emotional health and well-being to include Woodland@Brookland. ELSA and play therapy.

Our strategy will be reviewed in December 2023.

Our Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils and also as part of our Covid recovery plan.

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------------------------------------|
| 1 | Delayed Language/phonic development. |
| 2 | Low exposure to reading and high quality text especially at a young age |
| 3 | Specific issues linked to difficulties in Numeracy and Literacy |
| 4 | Family factors which impact on emotional and mental well-being and the ability of children to be ready to learn |
| 5 | Financial constraints that limit pupils experience/access to wider opportunities |

Our 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 for disadvantaged pupils | Teacher assessments of oral language demonstrate children are making good progress and attainment is increasingly in line with that of their peers. |
| All disadvantaged pupils to leave Brookland as strong readers. | <p>Phonic assessments show that attainment is in line with those of their peers and compares favourably to nationally available data.</p> <p>Pupils assessed using Star Reader, Lexplore Analytics and Accelerated Reader in order to benchmark against age-related expectation and allocated appropriate intervention programme.</p> <p>End of Key stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, with the gap between the two reducing.</p> |
| Children have opportunities to support emotional and mental health to ensure they are ready to learn. | <p>All children, including the disadvantaged will have access to a range of intervention programmes including ELSA and play therapy to support emotional wellbeing and readiness to learn.</p> <p>Engagement in learning will increase as incidences of behaviour reduce.</p> |
| Interventions and support in place to address specific identified needs of disadvantaged children. | All children, including those that are disadvantaged will have clear, identified interventions that support progress relative to starting point. |

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.

EEF recommends selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage. These elements are reflected in our planned allocation for Pupil Premium funding for 2021-22.

Teaching (for example, CPD, recruitment and retention)

The EEF Guide to Pupil Premium recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Budgeted cost: £6799

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Additional adults in EYFS, KS1 and Year 3/4 | EEF agrees that with smaller teaching groups, teachers can increase the amount of attention each student will receive, leading to improved outcomes. Having analysed our cohorts, Year 2 was identified as needing support to address gaps in phonics and writing. Since returning from lockdowns, assessments have identified gaps that could be effectively addressed through intensive small group learning. From internal assessments we know that year three often struggle with the transition from KS 1. The class already have an effective experienced teacher and this is now supported with an equally experienced teaching assistant. | 1-3 |
| CPD | A range of CPD is being used to further support the development of quality first teaching and emotional well-being support | 1-4 |

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

Budgeted cost: £5891

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <i>Additional 1:1 structured interventions using school led tutoring funding</i> | EEF – 1:1 tutoring research (Mid cost approach for high impact 5 months +) | 1-3 |
| Additional 1:1 language interventions | EEF – high impact for relative low costs (6 months +) | 1-3 |
| <i>Star Reader</i> | EEF research shows that reading comprehension strategies are a low cost approach that can make significant positive impact (6 months +) | 1-3 |
| <i>Language Link</i> | | |
| <i>Lexplore Analytics</i> | | |
| <i>Fizzy/Clever Hands</i> | Identified support for children that may need to go onto Occupational Therapy referral. | 4 |
| <i>Targeted phonic books linked to Read Write Inc</i> | EEF – high impact for low cost (5 months +) | 1-2 |
| Boxall Profiling | Investigating and evidencing interventions for children to ensure these are tailored to the specific needs of the child. | 4 |

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

Budgeted cost: £ 10563

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <i>ELSA</i> <i>Play therapy</i> | EEF explain that targeted SEMH interventions strive to improve pupil interaction with others and self- regulation, lead to improved learning with/alongside peers, teachers, family and wider community. Evidence from previous years indicate that children are in a better place to learn after participating in these programs. Evidence would show improved outcomes in terms of emotional well-being and where behaviour had been highlighted as issue, a reduction in incidences. | 1-3 |
| <i>Funded Breakfast Club and Afterschool Club spaces</i> | Supports children with transition into school where wellbeing or attendance had been an issue | 4, 5 |
| <i>Financial support for school activities such as residential visits</i> | Ensuring that no child misses out on any experience available within the school. | 5 |

Total budgeted cost: £ 23253

Part B: Review of outcomes in the previous academic year

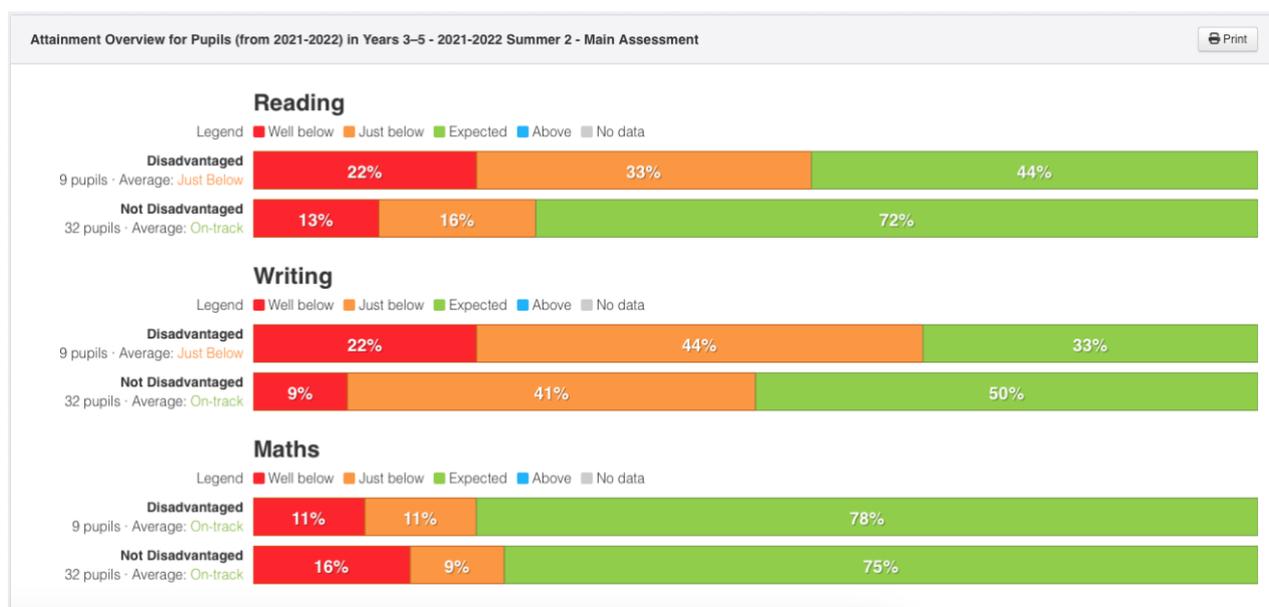
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Although data was collected in 2021-2022, it was not published by the DFE.

The impact of provision is closely monitored by the Senior Leadership team and the Governing Body at regular intervals throughout the school year. The performance of pupils receiving the pupil premium funding is compared with that of their peers and the impact of each intervention strategy is evaluated and monitored for its impact. Teaching and learning opportunities met the needs of all vulnerable pupils.

NFER standardised testing for the Year 3 -5 (Current year 4 -6) show that percentages of children achieving at/above for maths are broadly in line for the two groups. Reading and Writing show more significant variation but care should be taken interpreting the data due to the very small numbers of children. Work will be undertaken to raise the attainment of all children in 2022-2023 so that more disadvantaged children are achieving at expected levels and beyond.



Year 1 again had small numbers of pupils with 90% of pupils achieving the expected threshold in the phonics screening check compared to 100% of disadvantaged pupils.

In Year 2 for 2021-2022 there were no pupils who were disadvantaged.

In year 6 for 2021-2022 there were only 11 children with 3 disadvantaged pupils.

Results in maths show that disadvantaged pupils were broadly in line with the national figure – 67% compared to 71%.

More significant variations were again seen in Reading and Writing and this continues to be an area of focus in the current academic year.

Work to support children following the pandemic has been successful in response to addressing elements of learning that have been missed. The curriculum has been adapted to ensure that children continue to work on those key elements that support them returning to age related expectations as quickly as possible. It has not been possible to focus on every aspect from the previous year's plans due to children missing school. Attendance for Ever 6 92.3% compared to 93.9% (this includes pupils in reception class) for non-disadvantaged pupils and this will remain a focus for the coming year. Official attendance for the year was in line with national figures.

The focus for the coming year will be focusing on ensuring that any negative impact of the pandemic is addressed and that children have caught up and returned to focusing on the correct programme of study for their current year group.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--------------------|-------------------|
| Lexplore Analytics | Lexplore |
| Accelerated Reader | Renaissance |
| ELSA | Trained by KCC EP |
| Ed Shed | Ed Shed |
| Education City | Education City |

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| How will you spend your service pupil premium allocation last academic year? | Dyslexia Scanning Pen |
| What was the impact of that spending on service pupil premium eligible pupils? | After trialling pen it was decided not to proceed as the translation was unreliable and inaccurate. |

Further information

Funding information available to families:

How Funding is Assigned

This document explains how funding is to be used across Brookland CE Primary School

If your child is eligible for any funding explained here, more detail will be shared with you by class teachers or the Special Educational Needs Co-ordinator.

Available Funding

The Pupil Premium funding is allocated to children in years R-6 that are known to be eligible for free school meals (FSM) or have been eligible for FSM in the past six years (Ever 6). Pupil Premium is an additional funding given to schools so that we can support our Free School Meal children and Ever 6 pupils, to promote closing the attainment gap between them and their peers. Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. (Currently - £1345)

Higher Needs Funding is an additional funding applied for by schools to support pupils with complex Special Educational Needs in mainstream school.

'Schools are not expected to meet the full cost of more expensive special educational provision from their core funding. The local authority should provide additional top up funding where the cost of the SEN provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold (£6,000).' (SEN Code of Practice 6.99)

Looked After Children, as defined in the Children's Act 1989, are entitled to additional funding to help overcome the barriers to learning impacted by being in the care of, or provided with accommodation by, an English local authority. (£2345)

Service Children are entitled to additional funding to help overcome the barriers to learning impacted by having a family member in the armed services. (£300)

How funding is used:

The impact of all funding is monitored closely and reviewed every term for each individual child at Pupil Progress meetings.

It is recommended that schools are flexible with the provision and do not allocate the whole amount at the start of the financial year. This allows advantage to be taken of initiatives that may become available during the year. Our implementation follows the Education Endowment Foundation (EEF) advice that 'less is more': selecting a small number of priorities and giving them the best

chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

With this in mind we use Pupil Premium to raise standards of pupils by whole school policies that are accessible for all pupils and families who require any form of support offered, whether it is pastoral, academic, behavioural or social. The EEF Guide to Pupil Premium report (published in July 2019) recommends schools take a tiered approach to Pupil Premium spending to include:

- Staff professional development
- Staff training
- Support for early career teachers and recruitment and retention
- Support to improve attendance
- Support to improve behaviour
- Support to improve social, emotional and mental health

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf