Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	97
Proportion (%) of pupil premium eligible pupils	26.8% (26/97)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/24 – 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	October 2025
Statement authorised by	Governing Body
Pupil premium lead	Martin Hacker
Governor / Trustee lead	Mrs L Byrne and Mr Pete Jennings (Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22159
Recovery premium funding allocation this academic year	£2175
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	£24334

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 score is 27.9 The IMD rank of 76 out of 456 puts it in the bottom 20% (17.5%) for deprivation. The school currently has 22.2% in receipt of pupil premium funding up from 16.4% the previous year. 22.1% of children have special educational needs compared to 17.1% nationally.

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

Our strategy is based on three tiers of support: quality teaching for all, targeted support and wider, whole school approaches.

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.

We also recognise that not all disadvantaged pupils are low attainers and therefore work to provide wider opportunities to allow each child to fulfil and further their potential. We understand the crucial part good attendance plays in the education of our pupils and therefore aim to close the attendance gap between disadvantaged and non-disadvantaged pupils, valuing the need for strong relationships between school and family and supporting outside agencies. We recognise that not every PP child is socially disadvantaged and that not every child who is disadvantaged receives the PP. Therefore, by focusing on each pupil's

individual needs, we aim to enable every child to make good progress and reach age related expectations. Our strategy will be reviewed in October 2025.

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. Observations and feedback from staff suggest that many disadvantaged pupils enter school with speech and language delay. This lower exposure to a rich vocabulary has a negative impact on pupils' ability to communicate both verbally and in writing.
2	Low exposure to reading and high-quality text especially at a young age. Observations from staff support current research around the lack of exposure to language based on a lack of reading beyond the school and the pupils ability to access the wider curriculum.
3	Specific issues linked to difficulties in Numeracy and Literacy. - Literacy linked to two issues identified above, along with issues such as dyslexia. - Improved writing attainment for all disadvantaged children. - Lack of confidence within parents and pupils regarding declarative and procedural knowledge of number.
4	Family factors which impact on emotional and mental well-being and the ability of children to be ready to learn. This includes school-based avoidance This includes a disproportionate numbers of behaviour challenges which are linked to those who are disadvantaged or have additional needs.
5	Financial constraints that limit pupils experience/access to wider opportunities
6	Attendance of disadvantaged pupils is often below that of those who are non-disadvantaged Attendance Data for 2023 -2024 shows that attendance for disadvantaged pupils was lower than non-disadvantaged. The gaps for the last two years has been static at around 2.5%

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 speech and language skills, oral language and vocabulary among disadvantaged pupils Improved Phonics Screening Check (PSC) results for disadvantaged children.	Adults model spoken language precisely and, accurately, as evident in QA activities. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Personalised phonic/SALT targets regularly reviewed and updated to drive improvements in speech and language skills, oral language skills and vocabulary among disadvantaged pupils. PSC results show no difference in attainment between disadvantaged pupils and their non-disadvantaged peers at the end of the year. Targeted intervention in place for all children working below their age-related expectation in phonics. 100% of children who did not pass the PSC in Year 1, pass the re-take in Year 2.
All disadvantaged pupils to leave Brookland as strong readers.	Phonic assessments show that attainment is in line with those of their peers and compares favourably to nationally available data. Pupils assessed using Star Reader and Accelerated Reader in order to benchmark against age-related expectation and allocated appropriate intervention programme. End of Key stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, with the gap between the two reducing. By the end of our current plan, all students will read at least in line with their chronological age.
Improved writing attainment for all disadvantaged pupils	Increasing proportions of PP pupils attain ARE+ at the end of each data drop. Progress for PP children is in-line with or greater than non-PP. Pupils' engagement and enjoyment in writing across the curriculum is high: 90%+ children agree that they enjoy writing lessons. Pupils' ownership for improving their writing is enhanced, with clear understanding of targets and next steps. Assessments and observations indicate that there is no discernible difference between the expectations set for vulnerable groups, compared to their peers.
To ensure that pupils achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	All children, including the disadvantaged will have access to a range of intervention programmes including ELSA and play therapy to support emotional wellbeing, confidence, resilience and readiness to learn.

	Engagement in learning will increase as Incidences of behaviour reduce. Parent and pupil surveys show an increase in well-being and happiness at the school. Boxall profiles show an increase and sustainment in wellbeing over the year.
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.
Promote and achieve high levels of attendance for all pupils, closing the gap between disadvantaged and non-disadvantaged pupils.	Decrease the gap between PP and non-PP attendance to 0% Attendance of all pupils to be above 96%. Persistent absentees (PA) and those at risk of PA monitored and support plans in place where appropriate.

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. Costs are approximate.

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 2023-24.

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: £ 9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics – purchase of DFE validated Systematic Synthetic Phonics programme to secure stronger teaching for all pupils: Read Write Inc. - Investment in regular CPD for staff so that delivery of phonics is consistent, high quality and with fidelity to the RWI programme. - Regular QA of phonics to identify areas for development. - Opportunities for Phonics lead to coach and support staff with delivery - Regular assessment and flexibility through approaches so that children are place in the correct group to allow for accelerated progress.	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: Education Endowment Foundation (EEF): High impact for low cost.	1,2,3
Writing – improve quality first teaching of writing. - embed the writing revolution approach through staff CPD - refine the use of current model - embed use of additional resources to support pupils progress - review and develop assessment so it acts to support the development of planning and identification of next steps	Improving Literacy in Key Stage 2 EEF recommends the development of pupils' language capability to support their reading and writing and to "Teach writing composition strategies through modelling and supported practice'. The EEF also states that 'Target teaching and support by accurately assessing pupil needs' has a strong impact on pupil progress.	3
Social, emotional mental health and well-being - Approaches will be routed in everyday practices and supported by professional development and training for staff. - Boxhall profiling for all pupils, including the most vulnerable, to support emotional regulation and identify those for targeted intervention.	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): Children from disadvantaged backgrounds benefit from experiences and activities that they may not get out of school. It helps provide children with a rounded, culturally rich education through activities that enhance their learning. develop character, resilience and motivation, and encourage them to pursue wider goals.	4,5,6

	It helps to teach life skills that benefit children beyond the classroom and can develop an appreciation for cultural and community issues, teamwork and social responsibility.	
Increased adult capacity 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. We have also had a number of children join the school where knowledge of phonics has been a barrier to progress. 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
High Quality CPD CPD	A range of CPD is being used to further support the development of quality first teaching and emotional well-being support - Read Write Inc training for 1:1/small groups - Dyscalculia and maths difficulties - Identifying and supporting Dyslexia - Making sense of Autism. - Adapting maths provision for pupils with SEND - Boxall Profile training - Nurturing self-esteem in young children to improve outcomes - Supporting Neurodiversity – how to build executive functioning skills to improve outcomes. - Nurture UK	1-4
Continued investment in EYFS and Year 1 continuous provision to ensure sustained progress of the most vulnerable children across EYFS and KS1	The most vulnerable children in our EYFS provision made excellent progress, closely linked to the strength of the continuous provision on offer.	1-6

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 structured interventions using school led tutoring funding	EEF – 1:1 tutoring research (Mid cost approach for high impact 5 months +)	1-3

Additional 1:1 language interventions	EFF – high impact for relative low costs (6 months +)	1-3
Star Reader	EEF research shows that reading comprehension strategies are a low cost approach that can make significant positive impact (6 months +)	1-3
Language Link		
Speech Link		
Fizzy/Clever Hands	Identified support for children that may need to go onto Occupational Therapy referral.	4
Targeted phonic books linked to Read Write Inc	EFF – 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: £ 9852

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	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, 6
Play therapy		
One member of staff training in Drawing and Talking		
Nurture provision through Woodland@Brookland		
Funded Breakfast Club and Afterschool Club spaces	Supports children with transition into school where wellbeing or attendance had been an issue	4, 5,6
Financial support for school activities such as residential visits	Ensuring that no child misses out on any experience available within the school.	5
Woodland@Brookland	Targeted support for pupils to support emotional regulation, wellbeing and mental health.	1, 4, 6
Embedding principles of good practice as set out in 'Working Together to Improve School Attendance' and the supplementary guidance.	The DFE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

Total budgeted cost: £ 26852

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.

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.

There is a relatively small number of disadvantaged pupils across the school (26.8% - this equates to 26/97) so some caution should be taken when analysing data.

Year 6 SATS results.

For end of year outcomes there was only one pupil who was disadvantaged. Due to this – the gap between disadvantaged and non-disadvantaged was significant.

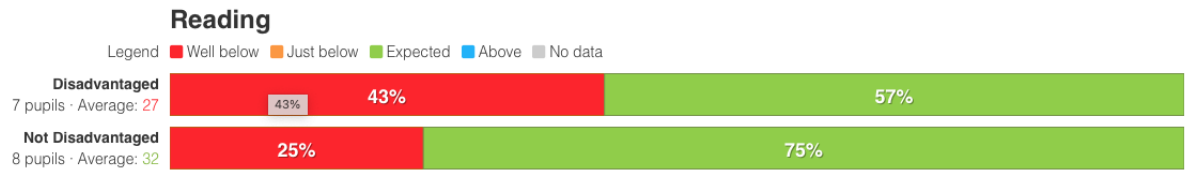
Year 2 also only had one disadvantaged pupil so no meaningful analysis can be made.

Year 1 had more disadvantaged pupils than non-disadvantaged (8 DA v 7 NDA)

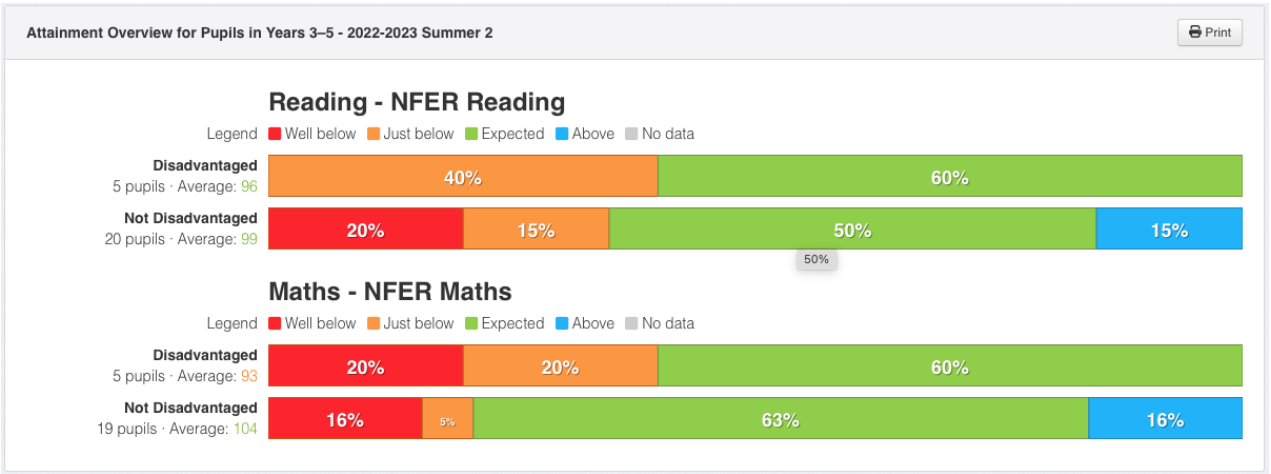
Gaps in reading were DA v NDA = -7%

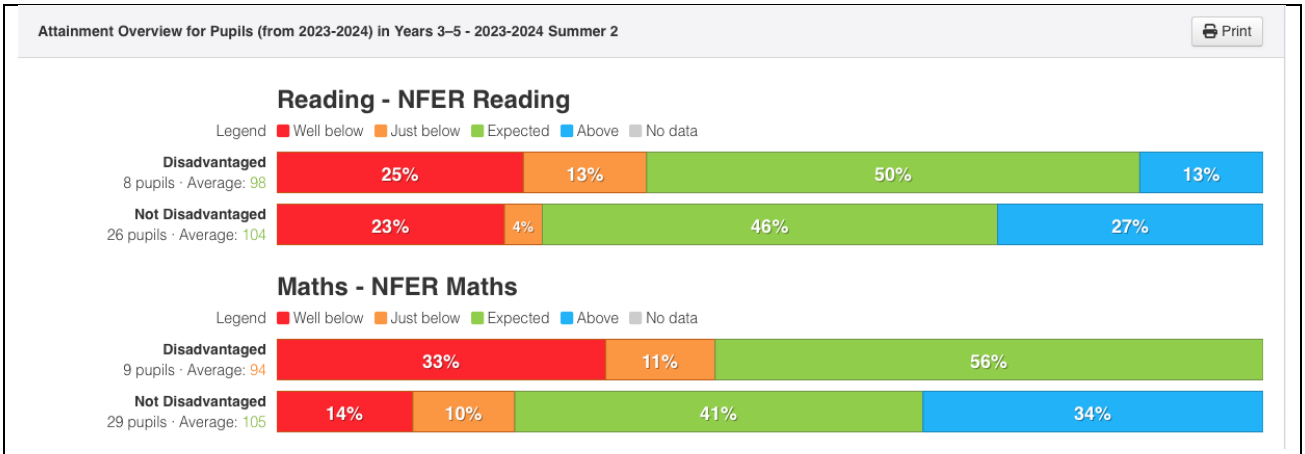
Writing and maths were at -21%

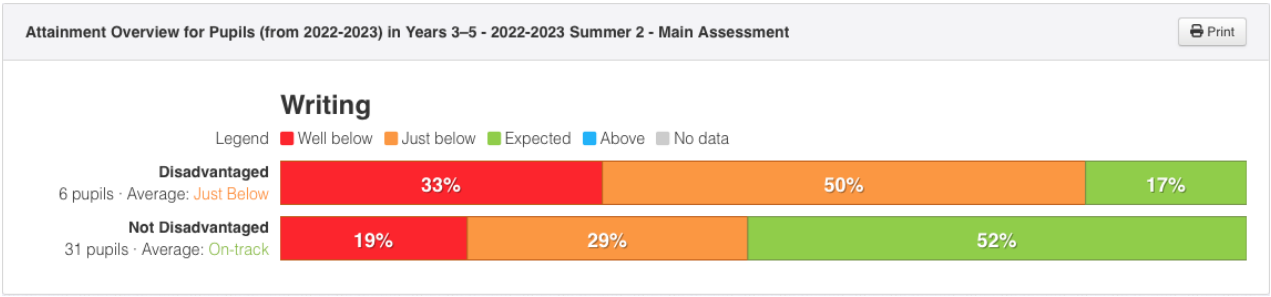
Phonics Screening – DA – 50% compared to 70% (NDA)

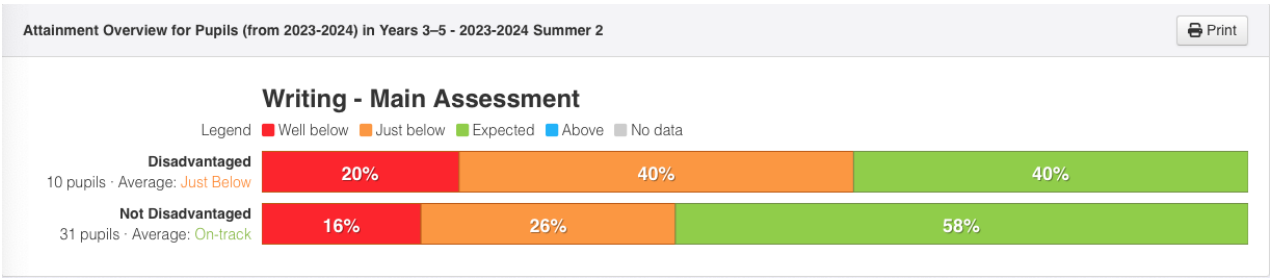


NFER standardised testing for the Year 3 -5 (Current year 4 -6) show that percentages of children achieving at/above for maths continue to be above that of disadvantaged pupils. Maths and Writing show more significant variation but care should be taken interpreting the data due to the very small numbers of children. Work will be undertaken to raise the attainment of all children in 2024-2025 so that more disadvantaged children are achieving at expected levels and beyond.









Work to support children to address gaps 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. Year on Year analysis shows that pupils generally are performing better with increased numbers achieving ARE+ and GD.

Attendance All Pupils - Overall absence was 4.7% compared to 5.9% nationally. Persistent absence was 11.9% compared to 16.2% nationally.

Attendance rates between Disadvantaged and non-disadvantaged were similar with 94.1% compared to 95.8%

A larger gap was noted with persistent absence with 16.7% compared to 10.2% for non-disadvantaged.

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
Star Reader	Renaissance
ELSA	Trained by KCC EP
Ed Shed	Ed Shed
Education City	Education City
White Rose Maths	White Rose
Read, Write, Inc	Ruth Miskin
Language Link	Speech Link Multimedia Ltd
Speech Link	Speech Link Multimedia Ltd
Colour Somantics	

Service pupil premium funding – Not Applicable

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

Measure	**Details**

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 in 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