

Pupil premium strategy statement – Brookside Academy September 2023 Update

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	<i>Brian Walton - Head teacher</i>
Pupil premium lead	<i>Sarah Ashford</i>
Governor / Trustee lead	Lauren McEwen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£6033
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the additional challenges faced by vulnerable pupils, such as those who have a social worker or our young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective:

- We will act early to intervene at the point need is identified
- We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- We aim to ensure that teaching and learning opportunities meet the individualised needs of all of the pupils so that they are challenged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.</p> <p>The % of disadvantaged pupils who have been 'persistently absent' compared to their peers during that period is higher. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>There has been no improvement in this outcome since the pandemic.</p>
2	<p>Internal and external assessments indicate disadvantaged pupils generally have greater difficulties with Reading, Comprehension than their peers. This negatively impacts their outcomes as readers in comparison to Non PP Pupils at the Academy</p> <p>PP Reading Outcomes 1.8 (Which is in line with Expected National Averages)</p> <p>Non PP Reading Outcome 2 (Which is above expected National Averages)</p> <p>Progress in Year 5 and Year 3 were of particular concern (Now Year 6 and Year 4).</p> <p>Current Assessment indicate that 6 out of 10 pupils in Year 6 will no reach the expected standard in Reading in 2023.</p>
3	<p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high for disadvantaged pupils</p>

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 skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils meeting the expected standard is in line with their peers
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils meeting the expected standard is in line with their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall unauthorised absence rate for all pupils being no more than 8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 3%.• the percentage of all pupils who are persistently absent being below National figures and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £149,800

Part B: Review of the previous academic year 2022-23

Outcomes for disadvantaged pupils

Intended Outcome 1

Improved oral language skills and vocabulary among disadvantaged pupils.
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Four intervention groups ran in 22/23

1 x NELI – Early Years (3 children) 1 made significant progress and no longer a concern, 2 made limited progress due to EAL and Hearing Support and will continue to receive targeted support.

1 x Talkboost – Early Years (4 children) – all made progress and no longer a concern with oral language skills

1 x Talkboost – Year 1 (4 children)- all made progress and no longer a concern with oral language skills

1 x Talkboost – Year 2 (4 children) – all made progress, 4 no longer a concern and 4 need monitoring into Y3

Next Steps

Look at the purchase of KS2 Talkboost and target oral language skills of older children.

Continue with Talkboost and NELI in Early Years and KS1

Intended Outcomes 2 and 3

Improved reading attainment among disadvantaged pupils.

Improved maths attainment for disadvantaged pupils at the end of KS2.

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 check results and our own internal assessments including Specialist Provision data.

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.

Data from Year 2 and Year 6 SATs results suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 showed improvements in key areas; There were 9 disadvantaged children in KS1 who took the reading SATs 5 met the expected standard or higher.

The Average Scaled score in Year 6 Reading SATs for Pupil Premium children (10 children) was 106 (in line with the national for all children). But slightly behind non pupil premium children at Brookside 107.

In Writing only 3 children in KS 1 met the expected standard.

In KS2 Writing 50% of children (5) who were assessed met the expected standard, with only 1 child meeting the higher standard. Whereas 85% of non-pupil premium children at Brookside met the expected standard, with 36% meeting the higher standard.

In KS 1 Maths 6 out of 9 children met at least the expected standard with 1 child at the higher standard.

In KS 2 maths 50% of children met the expected standard and 2 children achieved the higher standard

Next Steps

A focussed piece of pupil premium development for children in KS 1 on writing to ensure we increase outcomes by Y2 – Lead by Year ½ lead and English Lead

Year ¾ and 5/6 team leads to look at increasing KS 2 outcomes for pupil premium writing developing a best practice approach.

Ambitious targets to be set in KS2 for PP mathematics.

Intended Outcome 4

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

We increased free club provision across the Academy last year. In the next pupil survey, we will analyse the impact this had on our Pupil Premium children.

We will look to further develop targeted enrichment through monitoring children's engagement in extended provisions ((In and out of school) - looking to target PP children who have no additional activities.

Next Steps:

Use the October pupil wellbeing survey to focus upon specific outcomes regarding PP children

Intended Outcome 5

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	2020 - 2021	2021- 2022	2022- 2023	Current
Overall attendance	96.5%	93.5%	93.8%	97.4%
Pupil Premium attendance	93.66%	90.1%	88.32%	93.52%
Free School Meals attendance	93.68%	89.34%	88.16%	92.98%
Specialist Provision attendance	91.2%	84.5%	85.4%	89.3%

Persistent absence (greater than 10%)	9.18%	17.21%	15.01%	6.22%
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Through careful monitoring of attendance, meetings with target families and support through external agencies such as ESS, CSC, FIS and TAS attendance for all groups have improved

Next Steps

Continue to put in the support at an early stage

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

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children.

Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

