

Pupil premium strategy statement – Brookside Academy

October 24 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	474
Proportion (%) of pupil premium eligible pupils	19.2%
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	June 2025
Statement authorised by	<i>Brian Walton - Head teacher</i>
Pupil premium lead	<i>Sarah Ashford</i>
Governor / Trustee lead	Alex Tedford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128 560
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£128 560

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
<p>1</p> <p>Evidence: Attendance data</p>	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been up to 5% lower than for non-disadvantaged pupils (Currently -4.2%).</p> <p>23% of disadvantaged pupils have been 'persistently absent', this is significantly higher than their non-disadvantaged peers during that period (11.8%). Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. Persistently absent children within Specialist Provision are very high (over 50%). The main reason given for an absence last year was 'overwhelmingly illness.</p> <p>In the past few academic years within Mainstream the reasons given for persistent absence were:</p> <p>Illness (81%) Requested holiday (5.8%) Medical appointments/ dental (6.3%) Late (6.6%). Medical appointments/ dental (6.3%)</p> <p>In the 2021/22 academic year within Specialist Provision 2038 sessions were missed within the persistently absent group (26 children – 9 PP) - the reasons given for persistent absence were:</p> <p>Illness 854 sessions (42%) Requested holiday 136 sessions (7%) Medical appointments/ dental 138 sessions (7%) Late 208 sessions (10%) Other Authorised (Including educated offsite/ no transport/moved school or area but no placement) (8%) Exclusion (3%) Unauthorised (No reason given) (22%)</p> <p><i>There are some considerable outliers within this data – e.g. 1 child = over 150 lates</i></p> <p>Specialist Provision (51 pupils): 52% persistent absence</p>
<p>2</p> <p>Evidence: KS1 SATs KS2 SATs Phonics Teacher Obs Insight</p>	<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 our expected National Averages)</p> <p>Non PP Reading outcome 2 (Which is above expected National Averages)</p>

<p>3</p> <p>Evidence: KS1 SATs KS2 SATs No More Marking Teacher Obs Insight</p>	<p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>PP writing outcomes 1.7 (Which is slightly below our expected National Averages).</p> <p>Non PP Writing outcomes 1.9 (Which is above our expected National Averages).</p> <p>Outcomes in mainstream for Year 6 SATs 2024 were very high:</p> <p>Reading, Writing and Math's combined - 66.6% - National 60%</p> <p>Reading 83.3% - National 74.3%</p> <p>Writing 83.6% - National 71.8%</p> <p>Maths 74.9% - National 73.1%</p> <p>GPS 83.9% - National 72%</p>
<p>4</p> <p>Evidence: PFSA ELSA ELT Obs Cpoms</p>	<p>Our assessments, observations and discussions (including Safeguarding data and multi-agency/ professional involvement) with pupils and families have identified additional challenges for many of our disadvantaged pupils. We have also identified a lack of enrichment opportunities within this group of pupils.</p> <p>Referrals for support remains high. With high numbers of disadvantaged children and families working with our Emotional Literacy Support Assistant (20) and PFSA (14)</p> <p>Additional support for behaviour has also risen in the 21/22 year. 10 Children across the academy (2 in mainstream and 8 in Specialist Provision) needed significant additional support to help them regulate in school. The rise in suspensions and an Exclusion was within the very vulnerable group.</p> <p>The Academy also saw a significant rise in referrals for External Agencies for additional support in 2021/22 in the following areas:</p> <ul style="list-style-type: none"> Early Help Assessments Family Intervention Service Children Social Care Children and Disabilities Team Mental Health Support Team Children and Adolescent Mental Health Support (CAHMs) Team around the School Mendip Panel Education Safeguarding Service (Attendance)

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
To achieve and sustain improved attendance for all pupils across the whole Academy, 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 1%, and the attendance of disadvantaged pupils rising to 94%. • Reducing the overall persistent absence to below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 show that there is no gap between pupils meeting the expected standard. • Children in Specialist Provision make expected or above progress in their Personal Learning Goal - PLGs
Improved writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> • KS2 writing outcomes in 2024/25 show that there is no gap between pupils meeting the expected standard • Children in Specialist Provision make expected or above progress in their Personal Learning Goal - PLGs
To achieve and sustain improved wellbeing for all pupils in our Academy, 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 suspensions and no exclusions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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.

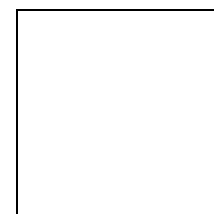
Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in High Quality Reading – whole class collaborative approaches.	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Pupils not on track to ARE in Reading in will receive interventions</p> <p>In Specialist Provision pupils not on track to make expected progress will receive additional reading intervention</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	2
<p>PP Pupils not on track to ARE in Writing in will receive interventions</p> <p>In Specialist Provision pupils not on track to</p>		3

make expected progress
will receive additional
writing intervention

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers to run a targeted club during the Academic Years. Club suggestions will come from children and key children will join targeted groups based on their interests	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Extended school support for identified disadvantaged pupils (SEND, vulnerable, PP)	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour for key children to be in line with whole Academy behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
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 developing attendance/support personal to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
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	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 122,805 – leaving some flexibility to support families more directly

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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 and regional level.

Data from tests and assessments within mainstream suggest that, despite small progress in Writing, the progress and attainment of the school's disadvantaged pupils in 2023/24 was slightly below their peers. However, it was pleasing to see a narrowing towards our National expected target of 1.8.

WHOLE SCHOOL 357 pupils	Sum 2 20/21	Sum 2 23/24	WHOLE SCHOOL PP 91 pupils	Sum 2 20/21	Sum 2 23/24
Reading	2.0	2.0	Reading	1.8	1.8
Writing	1.9	1.9	Writing	1.6	1.7
Maths	1.9	2.0	Maths	1.8	1.8

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has narrowed in writing but not moved in Reading and Mathematics.

Absence among disadvantaged pupils was 4% higher than their peers in 2021/22 and persistent absence 11.8% higher. We recognise this gap is too large (and that it has grown).

Our observations and assessments demonstrated that pupil behaviour amongst a small cohort continued to challenge.

These results, in particular attendance and suspensions 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.

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 enriched activities to boost wellbeing, behaviour, attendance, and aspiration within the Academy day. 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, as well as focussing on where there was success.

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. This included some visits to schools.

Pupil Premium leads 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. They 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.