

Pupil premium strategy statement

School overview

Metric	Data
School name	Brook Community Primary School
Pupils in school	95
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£8070
Academic year or years covered by statement	2020-2022
Publish date	December 2020
Review date	November 2021
Statement authorised by	Brook Governing Body
Pupil premium lead	Victoria Lawson
Governor lead	All Governors responsible

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.5
Writing	2.4
Maths	-3.9

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	0%
Measure	Activity
Priority 1 - Reading	Ensure all relevant staff (including new staff) are fully trained in Accelerated Reader, which is fully resourced, and all disadvantaged children and their families are engaged with the process.
Priority 2 – Early Language Development	Ensure all relevant staff (including new staff) are fully trained in Speech Link, which is fully resourced, and all disadvantaged children receive intervention as identified from screening assessments
Priority 3 – Social and Emotional Well-being support	Ensure pupils receive intervention support from nurture TA; positive impact shown in Boxall Profile, Leuven Score tracking and through staff

	observations
Barriers to learning these priorities address	Some pupils in receipt of Pupil Premium have low self-esteem and self-confidence, impacting on wellbeing and performance across the curriculum
Projected spending	£8070

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	July 2022
Early Language Development	Achieve language development scores in-line with age related expectations	July 2022
Social and Emotional well-being support	Achieve increased levels of emotional wellbeing	July 2022
Phonics	Achieve national average expected standard in Phonics Screening check	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 – Reading	Ensure all relevant staff (including new staff) have received training in PM Benchmarking and Accelerated Reader to identify reading levels and provide suitable reading challenge for pupils to make progress.
Priority 2 – Early Language Development	Ensure Language Link Screening assessments are undertaken within first 3 weeks of pupils starting EYFS (Sept 2021)
Priority 3 – Social and Emotional Wellbeing support	Ensure pupil progress meetings and whole school provision identifies pupils requiring intervention. Ensure all pupils identified for wellbeing interventions are screened using Boxall Profile and QAFT assessments as well as Leuven scores undertaken as part of whole school strategy
Barriers to learning these priorities address	Ensuring staff use evidence-based whole class teaching interventions. Ensure staff use screening assessments and tools for identifying baseline data. Ensure termly monitoring by SLT to ensure assessments undertaken and integrated into whole school provision mapping.
Projected spending	£8070

Wider strategies for current academic year

Measure	Activity
Priority 1 – Reading	Utilising Accelerated Reader as a whole school strategy. Text based approach to English lessons with children having their own class text or 1 book between 2 in Ks2. Reading challenges to encourage participation at home. Book weeks and book fayres to raise the profile of reading.
Priority 2 – Early language development	Philosophy For Children approach used across the school, Talk Partners, Circle Time.
Priority 3 – Social and Emotional Wellbeing support	Use of Treehouse Room for small group interventions. Worry box set-up and wellbeing TAs available to support children on ad-hoc basis not just time given from provision maps
Projected spending	£8070

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to all for staff professional development	<p>Use of twilight sessions and additional cover by Senior Teachers.</p> <p>Working with Local Authority and English Hub to improve the QFT of reading.</p> <p>Teachers deliver high quality reading sessions where all activities are reading focussed and impact positively on children's reading skills.</p> <p>Pupils read texts at an appropriate level and challenge. Whole class and guided reading lessons are planned using rich texts and appropriate task design.</p>
Targeted support	Time given to English lead to monitor teaching of reading and deliver CPD to staff where appropriate. Time given to pastoral lead to monitor well-being interventions	English Lead to have ½ a day release time each week to monitor teaching of reading and analysis of data. This is then fed into class provision maps to ensure children have appropriate support. Pastoral lead to have ½ a day a week release time to monitor impact of

		well-being interventions. This is then used to update provision maps to ensure targeted support.
Wider strategies	Low levels of wellbeing and emotional resilience for some children	<p>Implementation of whole school strategy to identify, address and support the emotional and wellbeing needs of children.</p> <p>Support staff to deliver wellbeing interventions.</p> <p>Emotional, social and behavioural support for children to develop their communication skills, raise self-esteem and raise concentration levels.</p> <p>Therefore, children are more able to cope with the demands of the curriculum.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Due to covid, no external data available
Progress in emotional wellbeing of children (children with low self-esteem have access to a variety of personalised interventions – linked to Leuven Scales)	Pupils with low self-esteem and well-being were identified early and support was put in place through targeted one-to-one and small group interventions. Data from Leuven scores and pupil voice illustrates progress.
Progress in pupils' self-regulation and individual learning responsibilities (children take ownership of learning and are able to recognise their progress and use this as a springboard to independence)	Children able to utilise tools available including: Learning environment, whole class intervention strategies. Independence increasing due to use of working walls, concrete resources. Leuven scores show increased levels of involvement in class activities.