

Pupil premium strategy statement

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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	Brooksward School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	55/329 – 16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jen Swain
Pupil premium lead	Jen Swain
Governor / Trustee lead	Richard Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,859 from FY 2022 2023 £33,343 estimate for FY 2023 2024 Total £73,485
Recovery premium funding allocation this academic year	£7,975
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	£88,178

Part A: Pupil premium strategy plan

Statement of intent

Our intentions 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 strongly believe in giving children opportunities and experiences which will enable them to make good progress and enrich their lives. Brooksward School's purpose is to create a stimulating, secure and caring environment that will provide a broad and balanced education of the highest quality for all. The targeted and strategic use of pupil premium will support us in achieving our vision.

At Brooksward we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A significant proportion of children receiving interventions or projects funded by the pupil premium will be made up of learners identified as disadvantaged. At Brooksward we are committed to ensuring that all children reach their full potential.

Our key objectives are:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Ensure appropriate provision is made for pupils who belong to vulnerable groups including SEND.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1	Covid19 outbreak in 2020-21 meant that current pupils have had two disruptive and inconsistent school years which for many exacerbated existing concerns around disadvantage.
2	Limited access to technology at home engage in homework and further learning opportunities.
3	Increasingly high levels of children with English as an Additional Language
4	Many pupils have limited access to wider opportunities outside of school.
5	Attendance and punctuality
6	Mental health

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
Children who have fallen behind during the Covid19 Outbreak will catch-up with lost learning to close the gaps in their attainment.	Identified children will make accelerated progress by the end of 2021-22. Children previously working at age-related expectation will return to working at age-related expectation by 2024-25.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024-25 show more than 65% of disadvantaged pupils met the expected standard
Children without access to technology to support learning will be able to access technology within school and through a range of extracurricular opportunities. Children who are self-isolating will be provided technology to enable access from home for remote learning purposes.	A range of clubs offered and uptake is good. Costs of clubs supplemented by PP funding. Laptops and internet dongles will be provided as required.
Children will benefit from subsidised trips and other learning opportunities which will broaden their life experiences (STEM focus).	Each phase will organise curriculum trips and experiences to support their topics on a regular basis. PP children attend these experiences and are subsidised to do so.
	A range of STEM clubs are offered by the school and places for PP children are funded and prioritised.

EAL children make progress in-line with their peers.	<p>New vocabulary introduced each week within lessons which regularly revised. Learning walks, pupil interviews, book checks, observations and assessments indicate significantly improved language skills.</p> <p>Additional support with language acquisition is provided through interventions.</p> <p>EAL pupils make at least expected progress between assessment points in core subjects.</p>
Children that do not have educational support at home will make progress in line with their peers.	<p>Identified children will make accelerated progress by the end of 2021-22.</p> <p>Children previously working at age-related expectation will return to working at age-related expectation by 2024-25.</p> <p>Children will be given access to in-school homework clubs to enable them to be given support with completing homework to an acceptable level.</p>
Attendance and punctuality remain above the threshold and key children are attending more regularly.	Attendance figures remain around 95%. Identified key children's attendance/punctuality improves by 2024-25.
<p>Support is provided for children experiencing difficulties related to their mental health.</p> <p>Children displaying high levels of mental health need are referred to the Mental Health Support Team who are currently running a pilot in Milton Keynes.</p>	<p>Attendance/punctuality improves for identified children by 2024-25.</p> <p>Attainment improves for identified children year on year.</p> <p>Learning mentor involvement decreases by 2024-25.</p> <p>Children will be able to successfully manage their mental health after support from the Mental Health Support Team.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Subsidised clubs and trips	Uptake on school trips by Pupil Premium children.	2, 4, 5
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Budgeted cost: **£75,054**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers to allow small class sizes £68,595	Progress data	1, 5
Contribution to additional teaching assistant to support class teaching and provide further interventions (including remote learning interventions) £6,449	Progress data Intervention data Attendance of remote learning interventions	1, 3

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

Budgeted cost: **£0**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions	Progress data Intervention analysis	1, 3, 6

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

Budgeted cost: **£9,790**

(50% reduction in costs) £1,450	Pupil Interview evidence Improved writing attainment	
Attendance and behaviour monitoring and support (20% of staff cost) £8,340	Attendance data Behaviour data	4, 5

Total budgeted cost: £82,372

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 2020 to 2021 academic year.

Children who have fallen behind during the Covid19 Outbreak will catch-up with lost learning to close the gaps in their attainment.

100% of pupil premium children passed the 2024 phonics screening in June 2024. Whole Cohort pass was 90%.

Whilst PP progress is not as high as their counterparts, there are good proportions of children making more than expected across the school:

Disadvantaged progress Dec 24:

Maths:

Year Group	Cohort	PP	PP GD	Cohort	Non - PP	Non- PP GD
Foundation	9	78%	0%	33	91%	12%
Year 1	8	100%	33%	30	93%	7%
Year 2	9	100%	11%	35	100%	46%
Year 3	8	71%	13%	36	86%	36%
Year 4	10	90%	0%	34	91%	21%
Year 5	10	90%	20%	40	85%	35%
Year 6	13	77%	0%	33	89%	21%

Reading:

Year Group	Cohort	PP	PP GD	Cohort	Non - PP	Non- PP GD
Foundation	9	78%	33%	33	94%	55%
Year 1	8	89%	11%	30	97%	21%
Year 2	9	89%	11%	35	94%	37%
Year 3	8	100%	0%	36	100%	20%
Year 4	10	63%	38%	34	68%	5%
Year 5	10	90%	10%	40	95%	31%
Year 6	13	85%	15%	33	93%	21%

Writing:

Year Group	Cohort	PP	PP GD	Cohort	Non - PP	Non- PP GD
Foundation	9	78%	22%	33	94%	30%
Year 1	8	78%	22%	30	97%	21%
Year 2	9	100%	11%	35	100%	15%
Year 3	8	75%	0%	36	90%	10%
Year 4	10	80%	20%	34	89%	0%
Year 5	11	90%	0%	39	90%	8%
Year 6	13	85%	15%	33	89%	26%

Improved writing attainment among disadvantaged pupils.

Disadvantaged writing at the end of 2023/24 shows that this group of children is still performing below national and their peers with 58% of disadvantaged children reaching age-related expectations, compared to 78%

nationally and 73% of all pupils in the cohort. However, in year data for the current Year 6 cohort shows that the gap is closing.

Children without access to technology to support learning will be able to access technology within school and through a range of extracurricular opportunities.

There were 10 technology clubs provided over the last academic year. 48 PP children have accessed these clubs which is 19% of the over club uptake.

	Breakfast Club	Twilight Club	After School Clubs
Autumn	63 chn access BC across the week 13% are PP 6% SEND 35% EAL		233 chn access clubs across the week 16% PP 58% EAL 10% SEN

Overall this is an improvement from PP club uptake last year which was 14% in a similar period.

Children who are self-isolating will be provided technology to enable access from home for remote learning purposes.

No children have self-isolated during this academic year but we are continuing to provide work, including homework on Teams for ease of access and can support families with devices if needed.

Children will benefit from subsidised trips and other learning opportunities which will broaden their life experiences (STEM focus).

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
Autumn	Storyteller visit Lily Pads – Splats Circus Forest School	Walk to St Andrews Church and local walk, Splats Circus, Forest School	Walk to St Andrews Church and local walk, Splats Circus, Forest School	Roman day	Roman day, Dentist parent talk	Shang day, Team Building at Great Linford	Shang day, Team Building at Great Linford	Children in Need fun run, Student Council elected, Young Writers competition (The Magical Map), Primary Maths Challenge, Bridgebuilder assembly, Free Week , EYFS Nativity, Christmas Fayre
Spring	Forest School Visit to post office Police visit	Florence day	Florence day	Forest School Drumming workshop Portals into the Past (Anglo Saxon)	Forest School Drumming workshop Portals into the Past (Anglo Saxon)	Pitt Rivers Trip	Pitt Rivers Trip Shakespeare workshop	Bedtime stories, Book week , Bridgebuilder assembly, E-Safety week , Parks Trust assembly, Brooksward’s got Talent, Cultural Similarities week ,
Summer	Forest School	Storyteller, Exotic animal handling, Great Linford local walk	Storyteller, Exotic animal handling, Great Linford local walk			Forest School MK Gallery – Andy Warhol exhibition Residential experience	Forest School MK Gallery – Andy Warhol exhibition	Sports day, Y6 production, STEAM week , Healthy schools week , Parks Trust assembly, Bridgebuilder assembly, Summer Fayre

The above demonstrates the range of trips and experiences available to our children over the academic year. All children are able to take part in these and the cost is covered completely for PP children. With the exception of the Year 5 residential where it is 50% covered.

EAL children make progress in-line with their peers.

Across the school we have 53% EAL children (168 pupils). Of those, 18% (31 pupils) are disadvantaged. We have noticed a correlation with strategies that work well for our EAL children around language development that also support our EAL pupils.

	EAL ARE+	Non-EAL ARE +	EAL GD	Non-EAL GD

Foundation	M 33% R 42% W 44%	M 52% R 60% W 40%	N/A	N/A
Year 1	M 85% R 74% W 85%	M 91% R 91% W 91%	M 15% R 15% W 11%	M 18% R 18% W 18%
Year 2	M 88% R 75% W 91%	M 100% R 100% W 100%	M 23% R 17% W 9%	M 36% R 43% W 14%
Year 3	M 86% R 82% W 50%	M 56% R 57% W 36%	M 29% R 29% W 18%	M 19% R 21% W 7%
Year 4	M 64% R 55% W 41%	M 83% R 80% W 71%	M 9% R 27% W 14%	M 17% R 29% W 0%
Year 5	M 88% R 72% W 53%	M 78% R 72% W 60%	M 28% R 28% W 6%	M 22% R 22% W 6%
Year 6	M 80% R 80% W 47%	M 75% R 79% W 55%	M 20% R 15% W 0%	M 8% R 17% W 14%

EAL pupils perform broadly in line with their peers or better. Trends vary slightly between year groups and subjects. Children who are not performing in line with peers are targeted through intervention and in class support.

Children that do not have educational support at home will make progress in line with their peers.

	Made Progress	Accelerated Progress
All (290)	82% (239)	15% (46)
EAL (152)	82% (124)	20% (32)
PP (78)	79% (62)	22% (17)
SEN (74)	69% (51)	8% (6)

Over 25% of interventions are provided to disadvantaged children across the school. Of these the percentage making expected progress is broadly in line with peers but the percentage making more than expected progress is higher than other groups analysed.

Attendance and punctuality remain above the threshold and key children are attending more regularly.

The attendance of disadvantaged pupils at Brooksward remains below that of their peers (94%/96%) although sits above the national attendance for this academic year so far (93.4%). We have 10 disadvantaged children who have reached the threshold for persistent absence. All of these families are being worked with closely by the learning mentors.

Support is provided for children experiencing difficulties related to their mental health.

In the last year, we have referred 3 children for mental health support, which is 50% of the overall referrals.

Children displaying high levels of mental health need are referred to the Mental Health Support Team who are currently running a pilot in Milton Keynes.

In the last year, we have had 8 children receiving intensive learning mentor support. Of these, 6 were Pupil Premium – 75%.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.