

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 spent 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	64/329 – 16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£94,720 estimate for FY and Academic Year 2024 2025 Total £86.148
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£515
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	£95,235

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)

Budgeted cost: **£87,984**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers to allow small class sizes £71,872	Progress data	1, 5

Curriculum specialists Music £5,498	Progress data Attendance and skills of remote learning	1, 4
Contribution to additional teaching assistant to support class teaching and provide further interventions (including remote learning interventions) £10,614	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: **£10,279**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised clubs and trips (50% reduction in costs) £776	Uptake on school trips by Pupil Premium children. Pupil Interview evidence Improved writing attainment	2, 4, 5
Attendance and behaviour monitoring and support (20% of staff cost) £9,504	Attendance data Behaviour data	4, 5

Total budgeted cost: £98162

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.

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.

Maths Progress

Year Group	PP Exp	PP Acc	Non-PP Exp	Non-PP Acc
FDN	88%	25%	97%	23%
Year 1	78%	56%	97%	42%
Year 2	100%	11%	97%	39%
Year 3	80%	20%	94%	37%
Year 4	90%	30%	91%	26%
Year 5	100%	30%	97%	38%
Year 6	85%	31%	97%	56%

In maths, expected progress for PP pupils is relatively strong across the school, with several year groups reaching 100% (Years 2 and 5), although accelerated progress tends to be lower than for Non-PP pupils—for example, in Year 2 only 11% of PP pupils make accelerated progress compared with 39% of Non-PP pupils. The gap narrows in some year groups, such as Year 4, where PP pupils outperform Non-PP in accelerated progress (30% vs 26%).

Reading Progress

Year Group	PP Exp	PP Acc	Non-PP Exp	Non-PP Acc
FDN	63%	13%	86%	37%
Year 1	78%	44%	97%	47%
Year 2	56%	11%	79%	45%
Year 3	80%	10%	97%	54%
Year 4	100%	33%	91%	40%
Year 5	100%	50%	97%	44%
Year 6	92%	62%	91%	56%

Across most year groups, non-pupil premium pupils make stronger expected and accelerated progress than pupil premium pupils, with particularly large gaps in accelerated progress—for example, in Year 3 only 10% of PP pupils make accelerated progress compared with 54% of Non-PP pupils. However, there are some positive exceptions: in Year 6, PP pupils slightly outperform non-PP in both expected progress (92% vs 91%) and accelerated progress (62% vs 56%).

Writing Progress

Year Group	PP Exp	PP Acc	Non-PP Exp	Non-PP Acc
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FDN	63%	13%	86%	40%
Year 1	56%	17%	91%	27%
Year 2	89%	11%	89%	18%
Year 3	75%	13%	91%	31%
Year 4	70%	30%	86%	20%
Year 5	92%	17%	86%	22%
Year 6	92%	54%	97%	56%

There is a consistent pattern of non-PP pupils outperforming PP pupils in accelerated progress, although expected progress is occasionally similar—for instance, in Year 2 both groups are at 89% expected progress. The largest positive difference for PP pupils occurs in Year 6, where 54% make accelerated progress compared with 56% of non-PP, showing the gap narrowing significantly by the end of Key Stage 2.

Many pupils have limited access to wider opportunities outside of school.
Many pupils live in homes where the adults have limited educational experiences themselves.

- An enrichment fee of £30 (£45 in the subsequent year) was introduced to ensure all children have access to trips and visitors. PP children have their fee subsidised.
- Forest School has been funded by dress-down-Friday, with each year group participating for a half term and additional targeted interventions (often aimed at PP children).
- Visits have been planned with PP in mind e.g., a PP trip to a local synagogue.
- PP children have access to wide range of clubs, prior to non-PP children.
- After specialist music teachers have been, some PP children have been involved in extra music lessons e.g., Rock Steady (5/37)

Attendance and punctuality

Whole school attendance
 December 23-24 – 95.2%
 December 24-25 – 95%
 Current – 93.1%

Improvements for some PP children

Y3 Girl

End of Fdn – 89.9%
 End of Y1 – 85%
 End of Y2 – 89.3%
 Current – 92.8%

Y5 Girl

End of Y2 – 91.8%
 End of Y3 – 92%
 End of Y4 – 94.1%
 Current – 88.5%

Y6 Boy

End of Y3 – 88.4%
 End of Y4 - 92.8%
 End of Y5 – 92.7%
 Current – 88.7%

Mental and physical health

We have made an increasing number of referrals to the MHST. Predominately, these are children who are PP. This demonstrates a quick first response in supporting children with mental health concerns.

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.