

# Brookburn Pupil premium strategy 2023 – 26



This statement details our school's use of pupil premium for 2023 to 2024 academic years 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
Brookburn Community Primary School, part of LINK Learning Trust	
Number of pupils in school	432
Proportion (%) of pupil premium eligible pupils	7%
This strategy covers 3 years	2023-24, 2024-25, 2025-26
Date this strategy was published	November 2023
Date on which it will be reviewed	November 2024
Statement Authorised by	Jayne Kennedy, Executive Headteacher on behalf of LINK Learning Trust
Pupil Premium Lead	Jen Holden, Head of School
Trust Lead	Tim Hilton, chair of Standards committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,188
Pupil premium funding carried forward from previous	£0

## Part A: Pupil premium strategy plan

### Statement of intent

We are ambitious for all children at Brookburn and will ensure that the pupil premium funding supports children from a disadvantaged background to achieve well. There are common barriers to learning for disadvantaged children. These are varied and at Brookburn include:

- Poor language and communication skills
- Lack of confidence and higher levels of anxiety
- Poor learning behaviours
- Attendance and punctuality issues.
- Complex family situations that prevent children from flourishing.
- Parent engagement.

Pupil Premium children at Brookburn, although few in number, have diverse needs. Almost half of our pupil premium population consists of children looked after (CLA) or post CLA. Almost a fifth have an Educational Health Care Plan, mainly for social, emotional and mental health needs.

We recognise that the challenges are varied and there is no “one size fits all”. We understand that there is not a ‘typical’ Pupil Premium child.

Our key principles of our pupil premium strategy are:

- Early identification and intervention.
- A shared responsibility for outcomes across the whole staff team.
- Develop strategies for self-regulation and behaviours that support learning
- Family support.
- Clearly researched and evidenced strategies to support quality first teaching and any planned intervention:
  - “Teacher Feedback to Improve Learning.” (EEF)

- “Improving Literacy in KS1 and KS2” (EEF)
- “Preparing for Literacy.” (EEF)
- “Metacognition and Self-Regulated Learning.” (EEF)
- “Improving Behaviour in Schools.” (EEF)
- “Improving Mathematics in Early Years, KS1 and KS2”
- “Improving Social and Emotional learning in primary schools”
- The 5-a-day approach to teaching (adaptive teaching)
- “Putting Evidence to Work – A School’s Guide to Implementation.” (EEF)

Our pupil premium strategy is underpinned by our trust’s core values:



## Challenges

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

Challenge number	Detail of challenge
1	Attendance / punctuality.
2	Parental engagement and involvement

3	Emotional well-being, behaviour and readiness for learning including emotionally based school avoidance
4	Language and vocabulary gap between different groups.
5	A range of additional needs that impact on children's concentration and metacognition in school, leading to poorer academic performance.

## 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 punctuality and attendance for target disadvantaged learners.	Attendance continues to improve with the gap between non-disadvantaged peers closing with the disadvantaged group. Attendance remains, at least, in-line with national expectations. Fewer persistent absent children.
Children's independence, both academically and in their behaviours for learning improves. Children self-regulate well.	Lesson observation, pupil voice, book scrutiny demonstrate that disadvantaged children, including those with SEND needs, are accessing prior learning, engaging with teacher modelling and scaffolding in order to independently apply during learning, resulting in better academic outcomes.
Increased parental engagement for target families	Improved participation in activities at home that support learning. Improved levels of engagement with key adults in school. Completion of Early Help Assessments.
For pupil premium learners with identified SEND need, small step progress is made to ensure good progress from autumn term starting points.	Quality first teaching supports, with adaptations for SEND pupil premium children, so that children access the mainstream classroom for most of the learning time. Children with EHCPs will achieve the agreed outcomes.

Improved academic outcomes, especially in English and maths for target pupil premium children.	<p>Measured accelerated progress from autumn term baseline measures.</p> <p>Children at least in-line with national averages by the end of reception, KS1 and KS2.</p> <p>By the end of reception children have made accelerated progress from their baseline.</p> <p>The gap with national averages is closing and no more than 15% for disadvantaged learners.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost for teaching: £24,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p><i>We use the Education Endowment Fund (EEF) Teaching and Learning and Early Years Toolkits to support us to make decisions. We do not use the toolkits in isolation. We use our professional judgement and expertise to review the information in the toolkit and implement evidence informed decision about what works best at Brookburn.</i></p> <p><i>We have included the months accelerated progress as it appears in the Toolkits as an accessible summary of educational research. These appear in red as a + month measure</i></p>	
Reducing the staff to pupil ratios in Early	This approach enables better prioritisation of development of communication and language and embeds opportunities to develop self-regulation.	4

<p>Years by employing additional support staff. This will enable us to deliver better and more frequent communication and language approaches.</p> <p>EEF Oral language interventions +6</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>This approach will also support our approaches to School readiness for disadvantaged children. Staff have been trained in specific language programmes and interventions (e.g Elklan and WellComm)</p>	
<p>SENCo to support CPD and specialist knowledge for mainstream teachers to ensure all pupils can access the best teaching.</p> <p>Metacognition and self regulation +7</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2,3 and 5
<p>Reading Teacher Lead</p> <p>EEF research small group tuition +4</p> <p>EEF research one to one tuition +5</p>	<p>Our trust literacy specialist supports CPD for quality first teaching as well as targeted support. Diagnostic assessment supports accurate baselines identifying children's strengths and next steps.</p> <p><a href="https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research">https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/research</a></p>	5

## Targeted academic support

Budgeted cost: £ 20,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small and individual group interventions:</p> <p>Switch On Reading intervention</p> <p>Inference Intervention Resources</p> <p>Associated CPD costs</p> <p>EEF research reading comprehension strategies +6</p>	<p>Tutoring impacts particularly on vulnerable and disadvantaged children. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://www.nfer.ac.uk/media/1700/eftr05.pdf">https://www.nfer.ac.uk/media/1700/eftr05.pdf</a></p>	<p>4 and 5</p>
<p>Speech and Language Therapist</p> <p>EEF Oral language interventions +6</p>	<p>Specialist support to support school staff through professional development and mentoring to deliver packages for children for target children with speech, language development needs. Screening and assessment supports accurate intervention and measuring the impact of programmes.</p>	

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

Budgeted cost: £23,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional behavioural approaches and Self-regulation.</p> <p>EEF research Social and emotional learning +4 Metacognition and self regulation +7</p>	<p>Our support staff complements the focus and activities of teaching staff by developing intervention supporting learning behaviours that support effective learning in a group and classroom setting.</p> <p>EEF guidance has supported Brookburn's approaches, in particular:</p> <ul style="list-style-type: none"> <li>• Improving Behaviour guidance</li> <li>• Metacognition and self-regulated learning</li> <li>• Special educational needs in mainstream schools</li> <li>• Working with parents and</li> <li>• Social and emotional learning</li> </ul>	<p>3, 4 and 5</p>
<p>Monitoring attendance, engaging on causes of absence and appropriate packages of support</p> <p>EEF research Social and emotional learning +4</p>	<p>This work is co-ordinated by the Deputy Head.</p> <p>According to research (EEF), poor attendance are the biggest challenges affecting socio-economic disadvantaged pupils academic achievement. Even small improvements in attendance can have meaningful impact on academic outcomes.</p>	<p>1 and 2</p>



<p>Co-ordination of Early Help Assessment through the Inclusion Team, led by the Deputy Head who leads, monitors and trains on strength based conversations for staff undertaking EHAs.</p> <p>EEF research Parental engagement +4</p>	<p>Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively. The evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited, particularly for older children. Therefore, schools should be optimistic about the potential of parental engagement, but cautious about the best approaches — reviewing and monitoring their activities to check that they are having their intended impacts. Brookburn uses the EEF guidance document to support our approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1, 2, 3 and 5</p>
<p>Parental engagement</p> <p>EEF research Communication and language approaches +6</p> <p>Earlier starting age +6</p> <p>Self regulation strategies +5</p>	<p>Better levels of parental engagement are consistently associated with better academic outcomes. Working with 0-5<sup>s</sup> develops family language interests and modelling effective language and communication will support parents to understand how to help their child learn.</p> <p>More sustained and intensive strength based support where needed will be used to improve parental engagement and school readiness.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1, 2, 3 and 5</p>

**Total budgeted cost: £68,188**

## Part B: Review of Outcomes in 2022 – 23

*This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year*

<b>Outcomes for all children and comparatives with disadvantaged outcomes are as below:</b>				
<b>Please that numbers of disadvantaged children in each cohort are small and statistical comparisons are therefore difficult.</b>				
<b>Attendance:</b>				
<b>PP school attendance:</b>  <b>90.7%</b>  <b>Compared with whole school attendance – 93.9%</b>	<b>National PP attendance:</b>  <b>Not available</b>	<b>Brookburn persistent absence for PP group(PA):</b>  <b>32%</b>	<b>National PA for PP group</b>  <b>Not available</b>	
<b>Attainment Outcomes</b>				
	<b>Whole cohort (school)</b>	<b>Pupil Premium (school)</b>	<b>National whole cohort</b>	<b>National pupil premium</b>
<b>Good Level of Development (end of reception)</b>	<b>72%</b>	<b>29%</b>  <b>2 out of 7 children</b>	<b>67%</b>	<b>52%</b>
<b>Phonics (end of Year 1)</b>	<b>80%</b>	<b>42%</b>	<b>79%</b>	<b>67%</b>

		<b>3 out of 7 children</b>		
<b>Key Stage 1 Reading</b>	<b>78%</b>	<b>24%</b> <b>1 out of 4 children</b>	<b>68%</b>	<b>54%</b>
<b>Key Stage 1 Writing</b>	<b>71%</b>	<b>24%</b>	<b>60%</b>	<b>44%</b>
<b>Key Stage 1 maths</b>	<b>76%</b>	<b>24%</b>	<b>70%</b>	<b>56%</b>
<b>Key Stage 2 reading</b>	<b>84%</b>	<b>71%</b> <b>5 out of 7 children</b>	<b>76%</b>	<b>60%</b>
<b>Key Stage 2 writing</b>	<b>73%</b>	<b>43%</b> <b>3 out of 7 children</b>	<b>77%</b>	<b>58%</b>
<b>Key Stage 2 maths</b>	<b>82%</b>	<b>71%</b>	<b>79%</b>	<b>59%</b>

## 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*

<b>Programme</b>	<b>Provider</b>