

1. Introduction

The staff and governors of Brook Primary are totally committed to ensuring that provision is made which secures learning and teaching opportunities that meet the needs of all of the pupils. This aims to secure maximum progress. Our school welcomes and shares the aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that pupil premium funding is allocated to children in receipt of free school meals (or who are Looked After) and is a means of addressing some of the issues associated with social disadvantage and in particular in narrowing, and hopefully eventually closing, any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are disadvantaged educationally. We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. The staff and governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support, to achieve improved outcomes in learning and/or well-being for all.

2. Provision

Brook Primary is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. The range of provision the governors may consider making for this group could include:

- Use of Teacher and TA support, thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher/TA focused on overcoming gaps in learning
- One to one support, with a teacher or TA
- Resources to meet the need of particular individuals or groups of pupils
- Access to wider learning opportunities such as clubs, visits and workshops
- Uniform subsidy (£50 voucher from 'Totally Uniform' given once only when free school meals are first applied for)
- Targeting able children on FSM to achieve a high level of attainment.
- Assessment with appropriate outside agencies such as, EP, LSS, Play Therapist
- Targeted screening tools such as, WELCOMM, NELLI
- Emotional support
- Scholastic Book Fayre
- Subsidised music lessons

Provision during lesson times will not be aimed at EHCP/statemented children in English and maths, if they are already in receipt of adult support. All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations in English (reading and writing) and maths.

See Pupil Premium Grant Allocation for use of funds in the last academic year and spending plans for the coming year.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school. This includes:

- effectiveness and impact so that progress and achievement is maximised for every pupil
- fitness for purpose

- value for money acknowledging appropriate accountability
- equity
- inclusivity
- flexibility
- staffing availability

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as socially or educationally 'vulnerable' and adopted children.

The school's SLT, along with the Headteacher, will monitor the attainment and progress of all pupils and decide, in conjunction with class teachers, which pupils need additional provision and what this provision will be.

We always seek to provide outstanding teaching quality for all pupils. Timely teaching intervention is also used to maximise pupils' progress and attainment. When considering the deployment and funding of additional support through pupil premium and other school budget monies, we consider carefully the following options in-order to maximise the impact for the pupil:

- facilitating pupils' access to education and the school's curriculum
- support in addition to the provision made in the classroom
- specific programmes and targeted interventions.

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant agencies/ sources.

4. An analysis of the barriers to learning for PP pupils.

Barriers to learning can include:

- poor early literacy development
- poor early speech and language development
- narrow life experiences outside school
- lower aspirations and expectations
- poor attendance
- disrupted family life

5. Pupil Premium Grant Allocation

Number of pupils and pupil premium grant (PPG) received 2020/21	
Total number of pupils on roll	398
Total number of pupils eligible for PPG	80
Amount of PPG received per pupil	£1345
Total amount of PPG received	£107,600

Number of pupils and pupil premium grant (PPG) received 2021/22	
Total number of pupils on roll	403
Total number of pupils eligible for PPG	81
Total number of pupils eligible for CIC grant	5 children
Amount of PPG received per pupil	£1345 / £2345
Total amount of PPG received	£113,975

(See pupil premium strategy statement 2021-23 for spending allocation and review)

6. Desired outcomes of pupil premium spending.

- raising attainment of PP eligible pupils
- closing the gap between PP pupils and others in the school
- closing the gap between the school's PP pupils and all pupils nationally;
- Identifying gaps in learning and 'plugging' these gaps
- improving attendance
- reducing exclusions
- accelerated progress by all PP pupils
- increasing the engagement of parents with their children's education and with the school
- increasing opportunities for PP eligible pupils and broadening their experience.

7. Results

KS2 Year 6 Results – 50 children

All results are based on TA due to COVID-19 lockdown

11 children = disadvantaged 22%

17% SEN (10 children)

KS1 Year 2 Results – 59 children

All results are based on TA due to COVID-19 lockdown.

11 children = disadvantaged

22% SEN (13 children)

Key Stage 1 TA (COVID)								
	Reading School TA Non-Disadvantaged	Reading School TA Disadvantaged	Reading National TA Non-Disadvantaged	Reading National TA Disadvantaged	Writing School TA Non-Disadvantaged	Writing School TA Disadvantaged	Writing National TA Non-Disadvantaged	Writing National TA Disadvantaged
PKS	4%	9%			4%	9%		
WTS	13%	27%			21%	36%		
EXS	54%	64%			56%	55%		
GDS	29%	0%			19%	0%		
	Maths School TA Non-Disadvantaged	Maths School TA Disadvantaged	Maths National TA Non-Disadvantaged	Maths National TA Disadvantaged				
PKS	2%	9%						
WTS	10%	36%						
EXS	62%	55%						
GDS	25%	0%						

Key Stage 2 TA (COVID)								
	Reading School TA Non-Disadvantaged	Reading School TA Disadvantaged	Reading National TA Non-Disadvantaged	Reading National TA Disadvantaged	Writing School TA Non-Disadvantaged	Writing School TA Disadvantaged	Writing National TA Non-Disadvantaged	Writing National TA Disadvantaged
PKS	0%	9%			0%	9%		
WTS	13%	45%			15%	36%		
EXS	54%	45%			51%	55%		
GDS	33%	0%			33%	0%		
	Maths School TA Non-Disadvantaged	Maths School TA Disadvantaged	Maths National TA Non-Disadvantaged	Maths National TA Disadvantaged				
PKS	0%	9%						
WTS	15%	36%						
EXS	56%	55%						
GDS	28%	0%						

8. Monitoring and Evaluating Provision

Once decided upon, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. Class teachers have a key role to play in monitoring to maximise learning. The overall effectiveness and impact is evaluated termly usually through year group progress meetings with the Head and Deputy.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child and other professionals who may be involved;
- lesson observations
- book trawls

The governors' Attainment, SIP and Curriculum Committee alongside the Safeguarding and Inclusion Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

9. Reporting and Accountability

It will be the responsibility of the Headteacher, or a delegated member of staff (such as the assessment leader), to produce regular reports for the Governors' SIP and Curriculum Committee on:

- the progress made towards narrowing the gap for socially disadvantaged pupils.
- an outline of the provision that was made since the last meeting.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the chairperson of the committee to ensure this information is made known to the full governing body. The governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and be published on our website.

10. Equal Opportunity

All children should be treated fairly and consistently. There should not be higher or lower levels of expectation for children according to sex, race or physical disability.

Strategy Review

Next review: October 2022.

Policy Formulated: May 2012

Reviewed Apr 2013, Oct 2014, Apr 2015, Jul 2016, Dec 2016, Jan 2017, Jan 2018, Nov 2019, Oct 2020, Oct 21