

Brookside Academy Pupil Premium Statement 2021/2022

Date Set	Review Date	Last Updated
End Of Autumn 2021	July 2022	January 2022

Pupil Premium

The pupil premium is additional funding to raise the attainment of disadvantaged pupils and close the gap in outcomes between them and their peers. Introduced in April 2011, the pupil premium is allocated to pupils who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for pupils whose parents are currently serving in the armed forces. From April 2014 pupils who are looked after attract a higher rate of funding than pupils from low-income families - the 'Pupil Premium Plus'. This is to reflect the unique challenges they face at school where they often struggle to keep up with their peers at both primary and secondary level.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The main purpose of the grant is to diminish the difference in outcomes between Pupil Premium pupils and Non-Pupil Premium pupils.

January 2020 - In primary schools, 17.7% of pupils are known to be eligible for and claiming free school meals, 15.9% in secondary schools, 40.1% in special schools and 46.6% in pupil referral units.

Principles

- We aim to ensure that teaching and learning opportunities meet the individualised needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority years, groups or individuals. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Action Plan for Pupil Premium provision September 2021 – September 2022

Barriers to learning

Disadvantaged pupils at Brookside Academy commonly face the following barriers to achievement:

Barriers to future attainment (for pupils eligible for PP, including high ability)	
Internal and External Barriers	
A.	Significant identified gaps in learning created by extended period of home learning.
B.	Lower levels of stamina and resilience in approaching learning due to different experiences of home learning for vulnerable pupils.
C.	A high level of PP pupils with SEND (SEND support =22%, EHCP = 18%, total of PP group with SEND 40%)
D.	Increased numbers of identified vulnerable families and pupils with a range of SEMH needs.
E.	Lower attendance rates for PP pupils (18/19 - 93.4% versus 95.7%)

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

*Please see the Action Plan below for more detail around the above desired outcomes

Desired Outcomes	
A.	Narrow the gap in phonic development towards ARE for PP learners in Year 1 and 2
B.	Ensure all PP pupil make expected/ + progress from individual starting points in Reading, Writing and Maths.
C.	Identify individual barriers for all PP pupils with SEND and target provision to meet needs in order for all pupil to fulfil potential.
D.	To ensure academy SEMH provision and support meets the needs of identified vulnerable pupils and families.
E.	Low attendance rates for identified PP pupils/ families are addressed rigorously throughout the year.

Pupil Premium funding 2021/22 (from January Census 2021)			
	FSM / Ever 6	Service	LAC
Amount per pupil	£1,320.00	£300.00	£1,900.00
Number of pupils	Total number of Pupil Premium pupils = 57 (Mainstream) 10 (Specialist Provision)		
TOTAL:	£76,665 (Mainstream) £13,200 (Specialist)		Funding allocated from virtual school through termly PEP

Action Plan for Pupil Premium provision September 2021– August 2022

Action Plan for use of Pupil Premium 2021 - 2022						
Desired Outcome	<u>Action:</u>	<u>Amount allocated</u> (£)	<u>Targeted Group(s)</u>	<u>Intended Outcomes</u> How the actions impact on achievement	<u>Monitored by</u>	<u>Impact</u>
Whole school strategies for staff, pupils and families						
A B	PP Pupils not on track to ARE in Reading in Years 2 to 6 will receive interventions from own teacher. (Cover teacher for classes to release class teachers – 2 days)	£19.116	Years 2 to 6	For all pupils to receive immediate interventions based on strengths and gaps. All pupils to meet challenging targets All pupils make progress in line with their peers and the gap does not widen. Higher percentage of PP pupils make GLD, achieve ARE/ ARE+ in reading	ELT Class teachers Governors	42 pupils – 62% achieved ARE/ ARE+ (1.8+) A further 17% were slightly below ARE but had made good individual progress from their own starting points. (1.6/1.7) Action - 9 children remain a concern and need to continue targeted/ focused intervention in Autumn Term 21/22.
E D	Attendance monitoring and support for pupils & families – led by HT and DHT, supported by ELSA/ PFSA, key adults.	Attendance meetings school and parents, ELT £2900 PFSA/ ELSA/ Key adult support for families £4103 (1 day per week)	Whole school including PP/ SEND and vulnerable pupils	Improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees	Head/ Deputy Head Pastoral support staff	18/19 academic year - whole school 95.7% and PP 93.4%. 20/21 academic year – whole school 96.5% and PP 93.7% Action – Continue with actions introduced last year, with a year without Covid restrictions we can target families and provide early help much more rigorously.
D	Implementation and monitoring of new Relationships, Sex and Health Education curriculum for all staff and pupils.	Cascade training to teachers - £0 3 days to monitor and assess impact £540	All children years 1-6	All teachers and pupils to have better understanding of keeping safe, building healthy relationships, understanding and managing risk, resolving conflict, improving resilience, making positive decisions. Conflict situations/ incidents between pupils reduced Learning behaviours in class improved	Deputy Head RSHE Lead Class teachers	RSE scheme introduced - SCARF (Safety, Caring, Achievement, Resilience and Friendship) provides a comprehensive spiral curriculum for PSHE education, including mental health and wellbeing. SCARF is also mapped to the new DfE guidance for Relationships Education and Health Education , The PSHE Association's Programmes of Study Learning Opportunities , the National Curriculum , Curriculum for Excellence and Ofsted's requirements. All teachers have used flexibly to themes needed within their classes and year groups to ensure a pro-active approach to supporting wellbeing. This will continue next year.

<p>A B</p>	<p>Review of reading curriculum across the Academy to ensure high quality teaching, resourcing which engages all learners across all curriculum subjects.</p>	<p>3 days release for English subject lead £750 Resources £5000</p>	<p>All children across Academy</p>	<p>Strengths and gaps in current reading practice and provision identified and addressed. Reading objectives match end of KS1 and KS2 expectations High quality resourcing – texts motivate and engage pupils Higher percentage of pupils achieve EYFS milestones/ GLD/ ARE/ ARE+ in reading</p>	<p>English Lead ELT/ SLT All teachers</p>	<p>All teachers clear on year group objective gaps which were not fully addressed 19/20 due to home learning. All objectives taught and assessed across R-Y6 in 20/21. Wider range of high quality, relevant, engaging books now available linked to children’s interests and cross curricular themes in order to maximise exposure to reading skills. PP children – R-Y6 60% ARE/ ARE+/ GLD (1.8+) A further 16% are slightly below ARE (1.6/1.7) and have made good progress from starting points. Action - 12 children to be tracked into Autumn Term and given relevant intervention and support.</p>
<p>C D E</p>	<p>Extended school support for identified disadvantaged pupils (SEND, vulnerable, PP)</p>	<p>£3000</p>	<p>All disadvantaged pupils</p>	<p>Improved attendance, punctuality for all disadvantaged pupils. Vulnerable/ disadvantaged families supported with wrap around care. Improved school engagement and readiness to learn for target pupils.</p>	<p>ELT</p>	<p>5 families accessed support. Offering holiday activities sessions enabled us to support vulnerable families through extended periods when children were not at school. Children identified through weekly safeguarding sessions.</p>
<p>B C D E</p>	<p>Enrichment activities support for identified disadvantaged pupils</p>	<p>£2000</p>	<p>All disadvantaged pupils</p>	<p>All disadvantaged children can take part in school clubs, trips and visits and enrichment opportunities.</p>	<p>Head teacher</p>	<p>Action – Due to Covid restrictions this will roll over into support for 21/22 academic year.</p>

Targeted strategies for underperforming PP pupils and other at risk groups

<p>A B</p>	<p>Pupils in Year 4-6 who were emerging at EYs, below ARE in KS1 and are not on track to meet ARE in reading or to receive additional support in reading. (Fluency, stamina, comprehension) (1 x FT TA)</p>	<p>£15,296</p>	<p>Target pupils years 4-6</p>	<p>For all pupils to receive immediate interventions based on strengths and gaps. All pupils to meet challenging targets All pupils make progress in line with their peers and the gap does not widen. Higher percentage of PP pupils achieve ARE/ ARE+ in reading Higher proportion of Y6 PP pupils make better than expected progress in reading from KS1 to KS2</p>	<p>SLT Class teachers</p>	<p>Overall – 66 children from 20/21 Y2-6 were emerging at end of EYFS in reading. 53% of those now at ARE/ARE+, a further 11% slightly below ARE but made good progress from individual starting points. Action - 24 children have been hi-lighted as needing targeted support in Autumn 21/22</p>
<p>A B</p>	<p>Pupils in Year 1/2 who did not meet GLD to receive additional support in reading/ phonics. (1 x FT TA)</p>	<p>£15,296</p>	<p>Year 1/2 PP Pupils who did not achieve GLD</p>	<p>For all pupils to receive immediate interventions based on strengths and gaps. All pupils make progress in line with their peers and the gap does not widen. Higher percentage of PP pupils achieve ARE Year 1 cohort meet national expectation in phonic screening.</p>	<p>SLT Class teachers</p>	<p>End of year 20/21 phonic results hi-light great progress and attainment. Y1 – 77% working at phonic screening level Y2 – 89% working at phonic screening level Action - Children in year 1 who did not meet standard picked up through support/ intervention in Autumn 21.</p>
<p>D</p>	<p>ELSA Pastoral support 2 days a week (for individual PP/ Vulnerable pupils)</p>	<p>£6118</p>	<p>ELSA support pupils out of the classroom and at lunchtimes</p>	<p>Raised self-esteem, promoting confidence and increased motivation. Reduced conflict/ anxiety during lunchtime play.</p>	<p>AHT ELSA</p>	<p>ELSA supported individuals with coping strategies, self-esteem work, friendship issues, social skills, transition work, calming strategies, anger issues, emotional awareness, drawing and talking therapy for PP, CIN, PP+ and vulnerable families. Action - Children behaviours tracked after intervention</p>
<p>C D</p>	<p>PFSA Pastoral support 2 days a week (for individual SEND pupils)</p>	<p>£4103</p>	<p>Support for parents and pupils with complex SEND.</p>	<p>Continue network of support for families of pupils with disabilities/ complex SEND. Increase in parents accessing appropriate agencies for pupils Improved attendance for PP pupils with SEND.</p>	<p>ELT PFSA</p>	<p>5 families have been/ are still receiving support. Action – Continue support and monitor attendance in light of Covid restrictions eased.</p>
<p>C</p>	<p>Ensure PP children in SP have targeted adult TA support to enable them to fully engage in learning and meet expected targets (TA support for behaviour for learning, sensory support, targeted RWM interventions – equivalent to 2.5 days a week)</p>	<p>£8655.45</p>	<p>Specialist provision PP pupils</p>	<p>For all pupils to receive interventions based on strengths and gaps. All pupils make progress in line with their starting points Higher percentage of PP pupils meet or exceed their targets</p>	<p>AHT Class teachers</p>	<p>38% of 20/21 SP are PP. (17 out of 45) All children met expected their own individual targets in RWM. Flexible movement of experienced staff and new recruitments have enabled children to have a provision which meets complex needs and challenges with SEMH. Action – School based OT/ Physio/ SALT to train staff to deliver more regular interventions 21/22 based on need</p>

A B C	Monitoring / review/ meeting time for support staff in delivering successful Wave 3 reading interventions for target pupils across KS1 and KS2	£1200	Target pupils PP Pupils	Higher percentage of PP pupils achieve ARE/ ARE+ in reading. Staff trained to deliver high quality target interventions Data shows improved levels as measured by Toe by Toe and ILL.	AHT Class teachers Support staff	Action – All children to be re-baselined and support to continue. SENCo to assess results and feedback to teachers.
Total spend:		£88,077.45 (PP Budget - £89,865)				