

Pupil premium strategy statement – Brookfield Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	22% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	January 2025 Reviewed – December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cathy Smith
Pupil premium lead	Louise Freeman
Governor lead	Stacey Rawdon /Rob Shrimpton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,800
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,800

Part A: Pupil premium strategy plan

Statement of intent

The role of family is a key aspect of success in a child's life, recognising that supporting the family unit/working with carers, is a big step in providing a firm base on which the child can continue to develop. We aim to support, as necessary, by identifying areas of development and thus ensuring that every child has as equal a starting point and access to the same opportunities.

At Brookfield Infant School, our vision is to ensure that all children, regardless of their background, cultures or challenges start their education with the best possible provision and access to a full, varied curriculum and have the very best experience of school.

We look to break down barriers and support children to make good progress throughout their journey with us, recognising that irrespective of starting points, every child has potential. We aim to provide all children with a wide range of experiences so that when they leave us, we are confident we have given them the very best start and provided them with the best skills, knowledge and experiences to enable them to become successful, happy and fulfilled citizens in today's society.

Challenges

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

Challenge number	Detail of challenge
1	Low level Speech and Language skills when children start EYFS.
2	Some pupils have low cultural capital meaning limited early life experiences.
3	Limited access to basic needs such as food, drink and clothing.
4	Barriers created through historical parental experiences of the education system which can impact on attendance.
5	High level of double disadvantaged pupils displaying disengagement and low levels of self-esteem.
6	Disadvantaged pupils achieve lower outcomes from EYFS baseline to end of KS1.
7	Through assessment, observation and discussions it has been identified that many pupils suffer from mental health difficulties including social and emotional difficulties (friendship issues, family issues and anxiety).

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
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<i>For language development to meet age expectations by the end of KS1.</i>	All pupils identified in EYFS with additional language needs to be age appropriate by the time they leave KS1 and be successful communicators with the world around them.
<i>For all disadvantaged pupils in school to make or exceed nationally expected rates of progress.</i>	Data at termly progress meetings will show expected or above rates of progress, supported by evidence in books and learning portfolios.
<i>For all disadvantaged pupils to have access to a wide range of life experiences in line with their peers.</i>	Pupils will attend and access a wide range of learning workshops, and experiences across their time in school.
<i>For disadvantaged pupil attendance to be in line with whole school attendance.</i>	Improvement shown in attendance figures for disadvantaged pupils with the gap closing between disadvantaged pupils and whole school.
<i>For all families to engage in all aspects of school life.</i>	Parent workshops to be well attended by families of disadvantaged pupils and to feel part of the school community.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to speech and Language link.	https://speechandlanguage.info/stud_y Early identification of speech and language needs results in targeted support for those pupils not working at age-appropriate levels.	1

Yearly subscription to Little Wandle online CPD and resources.	By ensuring high quality phonics teaching, the government wants to improve literacy levels to give all children a solid basis on which to build as they progress through school and help children to develop a habit of reading widely and often, for both pleasure and information. <i>'Little Wandle Letters and Sounds Revised has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on the excellent practice of both Little Sutton Primary and Chesterton Primary, as well as our work with schools around the country.</i> <i>Our complete phonics programme also draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.'</i> Little Wandle Website www.littlewandlelettersandsounds.org.uk	1,4 and 6
Enhancement of Maths teaching and curriculum through quality CPD on White Rose Maths.	DFE strategy guidance has been produced in conjunction with the National Centre of Excellence in the teaching of Mathematics, drawing on evidenced based approaches; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	5,6,7
Talk 4 Writing	<i>'Talk for Writing has had an outstanding impact on schools. Typically, schools have found that children initially double their rate of progress and, where the approach has been applied systematically across a setting, many schools have moved from dire results to outstanding success. Schools already performing well have not only increased attainment, but also enjoyment and engagement...</i> <i>The movement from imitation to innovation to independent application can be adapted to suit the needs of learners of any stage.'</i> Talk for Writing website https://www.talk4writing.com/wpcontent/uploads/2019/04/Talk-forWriting-Review-of-relatedresearch.pdf	1,4,5,6

Research & training on spaced practice and retrieval for class teachers	Quality first teaching has a positive impact on all children's progress within the classroom. Ongoing research into cognitive science shows spaced practice retrieval activities supports child to transfer learning into their long-term memory. Research base (other research & CPD pulled upon): Barak Rosenshine's Principles of Instruction, A thematic interpretation for teachers by Tom Sherrington Teaching WalkThrus: Fivestep guides to instructional coaching: Visual step-by-step guides to essential teaching techniques by Tom Sherrington & Oliver Caviglioli Retrieval Practice by Kate Jones	1,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group language activities using speechlink and language programmes of support.	https://speechandlanguage.info/study Early identification of speech and language needs results in targeted support for those pupils not working at age-appropriate levels.	1
Little Wandle Keep-up and Catch-up groups.	Consistently strong outcomes and feedback show the effectiveness of using Little Wandle within the school. <i>Phonics is expertly delivered by welltrained staff. The programme begins as soon as children start in the early years. Pupils read books carefully matched to the sounds they know. Those who need extra help to keep up are skilfully supported, and this includes support for their parents to help them. As a result, pupils learn to read with fluency and comprehension. Brookfield Infant School Ofsted Report April 2023</i> www.littlewandlelettersandsounds.org.uk	1,4 and 6

Play Therapy & 1:1 Counselling sessions	Children who have experience trauma can develop strategies to self-regulate and have space to work through their emotions and feelings. Being in a calm emotional state and being able to selfregulate, is a basis need to feel safe and ready to learn. Research & Practice - Association for Play Therapy (a4pt.org)	3,5,7
Emotional literacy curriculum development	Children who can understand their feelings are more able to manage and regulate themselves. Our Emotional Literacy curriculum aims to help children recognise feelings, the impact of these on their body, and provide strategies to regulate themselves. Pandey et al., 2018 — Effectiveness of universal self-regulation–based interventions (systematic review & meta-analysis). Findings showed universal self-regulation programmes led to positive changes in self-regulatory skills and related outcomes across samples.	2,4,5,7

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly after school clubs – tracked to ensure pupil premium children have access	Weekly clubs provide rich learning experiences for children to follow their interests and passions outside of the school day.	2

Free breakfast club spaces	Children who have had a good morning routine, with a healthy breakfast, are more able to concentrate in class. Breakfast club also supports attendance of families who struggle with the morning routine. <i>'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i> Gov.uk - National school breakfast club programme	3
Parent workshops and coffee mornings (Managing behaviour, Happy Thoughts Jar, ASD, Cooking on a budget etc)	Our FLO and SENCO work with external companies to support parents with barriers in everyday life and those specific to certain families. They provide parents with community where they can share their worries and share positives, learning new skills.	3,4,7
Hot chocolate club/ nurture club – wellbeing clubs which are paid for by the school	Wellbeing clubs provide a safe space for children to either chat about their worries or have some space from their thoughts. They support the children to self-regulate and build trusting relationships with staff and other children. Both wellbeing clubs are invitation only and focus on children who need additional nurture or wellbeing support.	2,7
Lunchtime nurture	Children who find large, unstructured environment challenge, face issues with behaviour and wellbeing over the lunch period. Providing a smaller, more structured space for these children, helps them develop turn taking, social interaction skills and provides a calmer, safe environment where they feel part of a community.	5,7

Immersive learning workshops and access to all school activities/ trips	All children can access rich learning experiences, regardless of their family background. They will all receive learning experiences to increase their cultural capital.	2,5,6
Termly attendance meetings and school actions	Children with below 90% attendance are classed as persistent absentees and may show reduced outcomes both academically and socially. Research suggests that pupils who have an average of 20 days absent per school year see negative effects throughout their educational journey – resulting in a whole GCSE grade deficit by the time they leave secondary education.	1,2,4,5,6,7
Barriers Dashboard	ACEs (Adverse Childhood experiences) and Socioeconomic Disadvantage Children eligible for Pupil Premium often face higher rates of ACEs due to factors such as poverty, family stress, and instability ACEs can exacerbate the attainment gap, making targeted support essential. The school use their bespoke tracking system to identify barriers to learning and engagement for pupils. This helps ensure support is targeted for children and families.	2,3,4,5,6,7

Total budgeted cost: £: 78,400

Part B: Review of the previous academic year

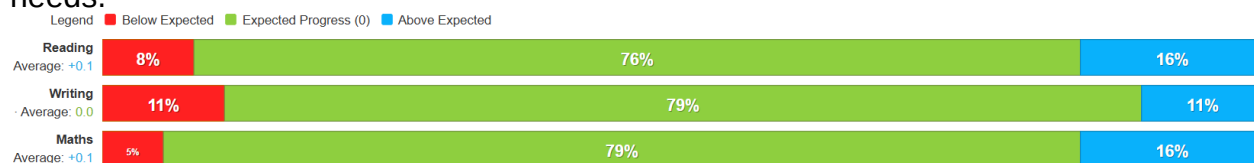
Outcomes for disadvantaged pupils

To improve language development to meet age expectations by the end of KS1.

100% of PP pupils made expected progress with 27% additionally making accelerated progress from their baseline for speech. 100% of PP pupils made expected progress in comprehension with 47% additionally making accelerated progress. All pupils were screened with speech and NELI assessments and targeted support was offered to those that were identified as below the expected standard for speaking and listening. Those children working below the expected attainment level continue to receive support.

For all disadvantaged pupils in school to make or exceed nationally expected rates of progress.

Progress against baseline for PP pupils. Those who did not make expected progress had/have additional interventions in place and are often impacted by special educational needs.



For all disadvantaged pupils to have access to a wide range of life experiences in line with their peers.

Disadvantaged pupils engage in our range of clubs and we have a number of PP children accessing funded spaces at our Breakfast Club. The school funded school excursions for any PP families unable to pay, ensuring all children were able to access the learning experience. All children, regardless of their disadvantage, were able to attend in-school workshops such as our Junk Percussion Music workshop. The school ran a gifted music event, inviting other schools for a morning singing workshop and performance, which children of all backgrounds accessed.

For disadvantaged pupil attendance to be in line with whole school attendance.

Whole school attendance – 93.8%

Disadvantaged attendance – 87.4% (excluding 4 reduced timetables 94.8%)

National – 94.8%

4 pupils who are double disadvantaged were on reduced timetables following discussions with STLS. This impacted data so % without these pupils have been provided.

Termly attendance meeting take place with headteachers from both Brookfield Infant and Junior schools and the shared pupil administrator to ensure cross-federation support and a consistent approach for our shared families. Actions take to support families including othering support and guidance, attendance meetings, monitoring periods and legal action. We met for TSM meetings throughout the school year to have professional, supportive discussions with the Local Authority regarding any attendance concerns.

For all families to engage in all aspects of school life.

A range of families have engaged with the different family workshops provided this year and our FLO worked hard to make new, and encourage existing parent relationships at termly coffee mornings. We began a weekly parent choir which was well attended and included parents from a range of socio-economic backgrounds.

Parents continue to engage well with our RED TED home reading scheme, supporting pupils to make reading progress at home. Attendance to parents evenings and pupil reviews has remained high, with staff making alternative arrangements for those families who struggle to attend.

SLT presence on gate continues to build on already established family relationships, with parents and carer openly asking for support when needed and sharing positive life events.