

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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
School name	Brook Infant School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils (including FSM, adopted from care and services)	7.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was originally published	December 2021
Date on which it was updated	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Cox
Pupil premium lead	Jack Sexton
Governor / Trustee lead	Matt Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,865 PP Allocation (including PP+) £1,340 Service Children
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£17,205

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is that they are settled and have the SEMH skills in place to enable them to thrive at school and be in a good place for learning. Our pupil progress meetings have indicated that the disruption over the last couple of years due to the global pandemic has unsettled our young children and that they need to build their resilience to achieve what they are capable of. We started working towards and have already seen the benefits of our approach. The key principles of our strategy plan are to develop children’s confidence and resilience through Woodland Skills whilst reducing class sizes at times to enable our highly skilled practitioners to target missing skills in their small group teaching. The research from the Institute of Outdoor Learning report consistent positive effects of the impact of outdoor learning on attitudes, beliefs, interpersonal and social skills, academic skills, positive behaviour and self-image. As the evidence states that longer programmes tend to be more effective than shorter ones, we extended our previous Forest Schools approach so that the children go into the woods for two afternoons a week for a whole term. EEF shows moderate impact from reducing class size, this used alongside the high impact of time for feedback in this approach will support high quality teaching.

Challenges

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

Challenge number	Detail of challenge
1	The need to develop play skills to expand friendships. This includes the need to understand a wider range of emotions and to know what to do when play goes wrong.
2	Writing needs to be a focus in the smaller group teaching time to target specific areas.
3	Low language skills either due to EAL or SAL needs are impacting on learning.
4	Low attendance can impact the support provided; this is being managed at an individual level for a couple of children.
5	We find some of our pupils showing a greater ‘need to control’ (This could be down to the lack of control they have felt during the pandemic) and others showing a lack of confidence in the classroom or in themselves as learners. We feel we need to raise self-esteem.

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
Our disadvantaged pupils will show increased social and emotional skills.	Children will be having happy successful playtimes, and this will set them up for positive learning in the classroom. This will be evidenced through CPOMS and class teachers reporting.
Our children supported by pupil premium will make at least good progress in their writing.	Data shared at pupil progress meetings and Pupil Premium Learning Plan reviews.
Understanding of language will develop.	Receptive Language standard scores (percentiles) in follow up assessments will show an increase. Teacher questionnaires will show increased engagement.
Children will demonstrate more confidence in the classroom.	Observations from teachers supported by data in pupil progress meetings.

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: £2,654.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Therapeutic Thinking training for all staff following the three-day course.</i></p> <p><i>2022: Continue to share developments from network meetings. Share with new staff and enhance understanding for MMS</i></p> <p><i>2023: Continue above with extra work disseminating information to parents.</i></p>	<p>West Sussex led course backed by case studies from Hertfordshire showing a reduction in exclusions due to improved staff understanding and use of therapeutic approaches. The focus on developing pro social skills and emotional literacy will impact on these areas.</p> <p>EEF shows that developing social and emotional learning has a moderate impact.</p>	<p>1, 5</p>
<p><i>Woodland Skills training to upskill a new member of staff to the team.</i></p> <p><i>2022: Review skills progression and recording</i></p> <p><i>2023: As above</i></p>	<p>Our local evidence from last year has shown us that a skilled team enables the children to thrive in the woodland environment.</p>	<p>1, 2, 3, 5</p>
<p><i>Language Link package – yearly cost</i></p>	<p>Our Local evidence over the last few years has shown us that this package enables us to intervene early with understanding difficulties.</p>	<p>3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,843.22 without school led tutoring.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reduce class size to 15 for two afternoons a week for one term.</i> <i>(cost covered by Woodland Skills – see wider strategies.)</i></p>	<p>EEF shows this to have a moderate impact with 15 children. The way we are doing it enables increased flexibility for organising and increases quality and quantity of feedback which are all high impact strategies from EEF. This also helps support our mastery approach and work on metacognition with are high impact strategies according to EEF.</p>	<p>2, 3, 5</p>
<p><i>Language Link groups</i></p>	<p>Current Reception children who would benefit have an average standard score of 80 which shows they are struggling to understand some of the language of the classroom but of this group the disadvantaged pupils have an average score of 72 showing more severe needs.</p> <p>Our Local evidence over the last few years has shown us that working in small groups using the Language Link materials raises understanding of language scores.</p> <p>See the formal impact report here https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf which states that 78.4% of children with identified SLCN no longer needed support at the end of the year when using the program.</p> <p>EEF states that oral language interventions have a moderate impact.</p>	<p>3</p>
<p><i>School led tutoring (25% funding by recovery premium) using Read, Write Inc materials.</i> <i>2022: Tutoring to focus on writing interventions using new whole school accredited Twinkl phonics scheme.</i> <i>2023: Tutoring using PPG not Recovery Premium</i></p>	<p>Government recommendation supported by EEF.</p>	<p>2, 3</p>

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

Budgeted cost: £13,508

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Woodland Skills – every child to spend two afternoons a week for one school term in the woods to provide outdoor learning.</i></p>	<p>Institute for Outdoor Learning research shows that although the systematic reviews varied in size and scope they reported consistent positive effects of the impact of outdoor learning activities. They almost all report that the various outdoor learning activities have positive effects on attitudes, beliefs, interpersonal and social skills, academic skills, positive behaviour and self-image.</p> <p>Longer programmes tend to be more effective than shorter ones. This fits with practice-based knowledge that length can allow for a more intensive and integrated experience.</p> <p>One review (Higgins, 2013) found adventure learning interventions to consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, pupils who had participated in adventure learning interventions appeared to make approximately three additional months' progress. The highest effect sizes occurred in studies conducted in therapeutic settings.</p> <p>A review of 61 studies found evidence linking forest schools with improved social skills, self-control, self-confidence, language and communication (Gill, 2011).</p> <p>A recent SR (Davies et al, 2013) looked at 58 studies of school aged children and found that taking pupils out of the classroom and working outdoors for part of their school time can foster creative development. It found other evidence that creative learning environments can aid children and young people's emotional development and social skills.</p>	<p>1, 5</p> <p>2, 3</p>

Total budgeted cost: £19,005.38

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Review so far:
Our disadvantaged pupils will show increased social and emotional skills.	CPOMS showed a reduction in incidents for disadvantaged pupils as the year progressed. Class teachers reported some happy and successful playtimes, but this needs more work.
Our children supported by pupil premium will make at least good progress in their writing.	72% of KS1 achieved the expected level in writing up from 63% the year before, 56% locally and 60% nationally. Our children supported by pupil premium were part of this 72%.
Understanding of language will develop.	Reception pupil premium eligible children who needed language support raised their standard score by 20 moving from mild difficulties with understanding to working within the average range. Year One was more varied with some progressing more than others. The groups need to run consistently for the progress to impact.
Children will demonstrate more confidence in the classroom.	<p>Observations from class teachers showed that children demonstrated more confidence because:</p> <ul style="list-style-type: none"> • Reduced class sizes in the afternoons gave disadvantaged children more time, quieter environment, focused teaching, and greater adult interaction on a 1:1 or small group focus. • The woodland experience has enabled them to explore and play alongside their peers in a positive and calming environment building on their social and emotional skills. • Smaller class sizes provided a calmer environment which meant that it was purposeful, and no one fell through the gaps as misconceptions could be over learnt.

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
Language Link	Speech Link Multimedia Ltd

Further information (optional)

We meet termly to discuss all children and look at disadvantaged children specifically in our pupil progress meetings. We track the attendance of all pupils and ensure we are following up on this. We are developing our strategy further this year as part of a three-year plan. Our local evidence has shown us that having someone available as a Learning Mentor enables children to develop their SEMH skills. ELSA assessments identify clear progress in children meeting goals. One of our Learning Mentors is currently training as a Play Therapist.