

Pupil premium strategy statement – Brook Infant School

This statement details our school's use of pupil 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	172
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers.	2024 - 2027
Date this statement was originally published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Cox
Pupil premium lead	Hannah Witham
Governor / Trustee lead	Matt Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,810 PP Allocation (including £2,630 PP+) £350 Service Children
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	£ 21,160

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 they need to build their resilience to achieve what they are capable of. We started working towards this in our last three-year plan 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	38% find the ability to understand and regulate emotions.
2	54% need support with writing, particularly with letter formation, confidence and independence. A couple of these children also need a focus on blending skills for reading.
3	38% need to focus on developing Receptive Language skills.
4	54% need support with developing friendships and play skills.
5	31% are impacted by low confidence and 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
Children will have a better understanding of their own emotions.	Children will seek out trusted adults to share their feelings with and verbalise what has upset them. This will be evidenced through CPOMS and class teachers reporting.
Children will make at least good progress in their writing.	Data shared at pupil progress meetings will show that these children are better able to mark make, form letters, write with confidence and apply their phonics learning in their writing.
Progress in Receptive Language.	Receptive Language standard scores (percentiles) in follow up assessments will show an increase. Teacher questionnaires will show increased engagement.
Children will feel confident at creating consistent positive friendships and have the skills needed to engage in positive play.	Children will be having happy successful playtimes, and this will set them up for positive learning in the classroom.
Children will demonstrate more confidence in the classroom.	Observations from teachers supported by data in pupil progress meetings will show that children are confident to 'have a go' at working on tasks independently.

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: £3,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to share developments from Therapeutic Thinking network meetings.</i> <i>Train new staff.</i> <i>Continue work disseminating information to parents.</i>	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 valued skills and emotional literacy will impact on these areas. EEF shows that developing social and emotional learning has a moderate impact.	1, 5
<i>Woodland Skills training to upskill new members of staff to the team.</i>	Our local evidence from last approach has shown us that a skilled team enables the children to thrive in the woodland environment.	1, 2, 3, 5
<i>Language Link package – yearly cost</i>	Our Local evidence over the last few years has shown us that this package enables us to intervene early with understanding difficulties.	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduce each class size to 15 for two afternoons a week for one term.</i> <i>(Cost of Woodland Team.)</i>	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.	2, 3, 5
<i>Language Link groups</i>	Our Local evidence over the last few years has shown us that working in small groups using the	3

	<p>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>	
<i>Learning mentor time</i>	<p>Circle of friends groups to run alongside social skills groups across the school. The Education Endowment Foundation (EEF) endorses principles like social and emotional learning and the value of positive peer relationships, which align with the Circle of Friends methodology. EEF report 'Improving Social and Emotional Learning in Primary Schools' (2019) states 'effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.'</p>	4

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

Budgeted cost: £10,000 towards woodlands

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. (Costed above)</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>1, 5</p> <p>2, 3</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. Woodland team to consider groupings to build upon the work of the learning mentors to develop positive friendships.</p>	4
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Total budgeted cost: £21,160

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Review so far:
Children will create consistent positive friendships and have a better understanding of their own emotions.	We saw most children in this group progress with their ability to share their feelings with 40% scoring as very confident to do this by the end of the year. Alternatives to playing outside helped some children mix developing their play skills outside with the opportunity to come in and be supported in their play when it got too much and this worked for some children.
Children will make at least good progress in their reading and writing.	Observations from class teachers showed that children made good progress in reading and writing because: <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 supported their resilience through activities like fire making which the children have been able to bring back into the classroom and learning. 100% of children made expected levels of progress in reading and writing with 70% of children reaching expected in reading.
Progress in Receptive Language.	We have seen an increase in engagement and interaction with adults from children that were not able to do this. However, this goal remains ongoing for these children.
Children will attend school at least 95% of the time.	Data from Bromcom shows that children with pupil premium had 96.3% attendance for the school year from September 2024 to July 2025.
Children will demonstrate more confidence in the classroom.	Observations from class teachers showed that children demonstrated more confidence because: <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

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. 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 and we are already seeing the benefits of this as she is starting to work with more children.