



## Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Brewster Avenue Infant and Nursery School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	9 <sup>th</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Amanda Bull
Governor / Trustee lead	Sara Basuc

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£67,050</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Brewster Avenue, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment - a number of disadvantaged children begin school, working significantly below their peers
2	Language – a number of disadvantaged children begin school with language and communication skills below those of their peers
3	Impact of Covid – for some disadvantaged pupils, the gap between them and their peers widened during the school closure periods
4	Domestic difficulties – a number of disadvantaged pupils experience challenge in their home lives and leading to reduced emotional resilience and readiness to learn
5	Behaviour and wellbeing – a number of disadvantaged children have reduced emotional resilience, affecting engagement which is hindering progress and attainment
6	SEND/ Medical needs – a small number of disadvantaged pupils also have additional needs
7	Attendance - a number of disadvantaged children are persistent absentees
8	Access to opportunities and experiences - educational experiences such as trips, music lessons and participation in physical activities



## 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	Impact July 22
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	75% of pupil premium children achieved a good level of development. (Non PP 57%) 100% of pupil premium children reached the expected standard in speaking by the end of reception.
Improved phonics attainment among disadvantaged pupils.	Phonics screening check outcomes in 2024/25 show that disadvantaged pupils attain as well as non-disadvantaged pupils.	Year 2-82% of PP children passed the check Year 1-40% passed the phonics check (4/15 PP SEN)
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard and 25% achieve greater depth.	100% of pupil premium children reached the expected standard in reading by the end of reception. Year 2 55% PP expected in reading (59% non PP) 5 % PP greater depth.
Improved mathematics attainment among disadvantaged pupils.	KS1 mathematics outcomes in 2024/25 show that more than 76% of disadvantaged pupils meet the expected standard and 22% achieve greater depth.	100% of pupil premium children reached the expected standard in maths by the end of reception. In Year 2 45% PP expected in maths 5% greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>learning walks and monitoring show high levels of engagement in learning</li> <li>participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	Children's questionnaire July 22-89% of children said they enjoy school.  PP children given priority when allocating places at after school clubs. All clubs funded by sport premium so no financial barriers to attendance.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and a narrowing of the attendance gap between disadvantaged pupils and their non-disadvantaged peers</li> </ul>	Attendance has improved by 0.7% since March and persistent absence has reduced by 4% (W/B 11 <sup>th</sup> July) Attendance will be an SDP priority 22/23.



## 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: £7,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Steps training – September 2021	DfE (2018) Mental Health and Behaviour in Schools	5
TA maths training – November 2021	EEF (2018) Making Best Use of Teaching Assistants recommendation 4: Ensure TAs are fully prepared for their role in the classroom	1 & 3
TA & Link Teacher training for 1 <sup>st</sup> Class @ Number intervention	The Education Endowment Foundation (2018) ran a project investigating the effectiveness of 1stClass@Number, which found that it had a positive impact on primary maths. The study found a mean effect size of +0.22 in primary maths.	2
Participation in Schools Partnership Programme (Education Development Trust)	Evidence base suggests SPP schools are significantly more likely to improve by one or more grades in inspection than the national average. Education Endowment Foundation (EEF) are currently undertaking an evaluation of the Schools Partnership Programme.	3 and 7
Little Wandle Phonics Training – Whole School January 2022 & resources to support delivery	EEF found that systematic synthetic phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2 & 3



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

Budgeted cost: £5,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of 1 <sup>st</sup> Class @ Number intervention in Year 2	The Education Endowment Foundation (2018) ran a project investigating the effectiveness of 1stClass@Number, which found that it had a positive impact on primary maths. The study found a mean effect size of +0.22 in primary maths.	1 & 2
Delivery of Nuffield Early Language Intervention in Reception	Endowment Foundation (EEF)-funded independent <a href="#">efficacy trial</a> , found that NELI had positive effects on language skills.  RAND Europe was commissioned by the EEF to conduct a randomised controlled trial and found that <b>NELI appeared to have a positive impact on children's language skills</b> : Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading.	1 & 2
fft Lightning Squad Reading Intervention (30% contribution)	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	1, 2 & 3
Small group phonics and writing tuition (DHT)	EEF found that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.  Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work	1, 2 & 3



	which is more closely matched to learners' needs explains this impact.	
One-to-one support for Year 2 pupils with additional needs	SEN support: A rapid evidence assessment Research report (2017) Julia Carroll, Louise Bradley, Hayley Crawford, Penny Hannant, Helen Johnson & Angela Thompson	3, 4 & 5

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

Budgeted cost: £6,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
YMCA Play Therapist	James Drisko, Perri Corvino, Lisa Kelly, Jane Nielson (2019) Is Individual Child Play Therapy Effective? is a systematic review of the effectiveness of individual child play therapy with children aged 4–12. 180 studies were reviewed in detail and across most concerns, play therapy was affirmed as an empirically supported therapy.	4 & 5
Educational Psychologist visits	EPs advise staff, other professionals, and parents/carers on ways of supporting children in their educational, emotional and social development. Where appropriate EPs carry out psychological assessments of children (PCC).	5 & 6
Investment in the school sensory room	Elissa Worthen OTS (2010) Sensory-Based Interventions in the General Education Classroom: A Critical Appraisal of the Topic, Journal of Occupational Therapy, Schools, & Early Intervention, 3:1, 76-94, DOI: 10.1080/19411241003684217 Reviewed 13 articles (12 level I, II, IV, and V quantitative articles and one qualitative article), and concluded that sensory-based interventions implemented in the general education classroom improved student attention and performance.	5 & 6



Social skills group at lunchtimes	Ofsted (2011): Supporting children with challenging behaviour through a nurture group approach - When the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them.	4 & 5
-----------------------------------	--	-------

**Total budgeted cost: £ 69,664**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

The details of the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year can be found in the separate evaluated strategy, published on our school website:

<https://brewsteravenueinfants.co.uk/PupilPremium.asp>

### Further Information

Opportunities and experiences provided for all children: woodland learning, music including live performances and ukulele lessons, school trips and visits, after school clubs.