

Pupil premium strategy statement 2024-2025

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	177
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	14 th February 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Amanda Bull
Governor / Trustee lead	Emily Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57 332
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57 332

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/ due to limited pre school opportunities during the pandemic
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 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 2025
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.	
Improved phonics attainment among disadvantaged pupils.	Phonics screening check outcomes in 2024/25 show that disadvantaged pupils attain as well as non-disadvantaged pupils.	
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.	
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.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>High levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • learning walks and monitoring show high levels of engagement in learning • participation in enrichment activities, particularly among disadvantaged pupils 	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance demonstrated by:</p> <ul style="list-style-type: none"> • 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 	

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: £3986

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	1 & 3
Little Wandle Phonics Training	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
Training costs for staff CPD	Education Policy Institute (2020) found that high-quality CPD for teachers has a significant effect on pupils' learning outcomes.	1, 3 & 5

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

Budgeted cost: £50519

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group phonics intervention	<p>EEF found that 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.</p> <p>EEF found that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>EEF found that one to one tuition and small group tuition are both effective interventions.</p>	1, 2 & 3
Capacity for small group reading tuition in Key stage 1	<p>EEF found that small group tuition has an average impact of four months' additional progress over the course of the year.</p> <p>EEF found that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	3
One-to-one support for a reception pupil with additional needs	<p>SEN support: A rapid evidence assessment Research report (2017) Julia Carroll, Louise Bradley, Hayley Crawford, Penny Hannant, Helen Johnson & Angela Thompson</p>	3, 4 & 5

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

Budgeted cost: £2827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational practice training with the Peterborough virtual school.	EEF-Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.	2, 4, 5, 6 & 7
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
Music Hub Membership-Ukulele lessons for year 2, Theatre Visit for year 1, music performance for year 2	EEF- average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	8
Subsidising school trips	Ofsted, 'The curriculum in successful primary schools' - within successful Primary Schools curriculums are enriched by first-hand experiences, including visits locally and further afield, contributions from adults with knowledge and skills that could enhance pupils' learning, and an extensive range of extra-curricular activities	8

Total budgeted cost: £57332

Part B: Review of outcomes in the previous academic year

Pupil premium outcomes 2023-2024

EYFS				
GLD				
	2024	2023	2022	National 2024
Cohort	55%	68%	60%	68%
Pupil Premium	53%	75%	75%	52%
Not Pupil Premium	56%	66%	57%	72%

Phonics screening check – Year 2				
	2024	2023	2022	National 2024
Retakes	41%	45%	55%	
End of KS1 cumulative	82%	80%	91%	89%
Pupil Premium	86%	71%	82%	
Not Pupil Premium	83%	84%	97%	

Phonics screening check – Year 1				
	2024	2023	2022	National 2024
Cohort	76%	71%	69%	80%
Pupil Premium	73%	83%	40%	68%
Not Pupil Premium	76%	67%	80%	84%

Year 2						
	Reading		Writing		Maths	
	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth
Cohort	74%	19%	74%	4%	85%	13%
Pupil Premium	83%	17%	83%	0%	100%	17%
Not Pupil Premium	74%	21%	74%	5%	79%	13%

Further Information

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