

# Pupil premium strategy statement

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	Brooke Primary Academy
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	102 (29%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	01.10.21
Date on which it will be reviewed	01.10.22
Statement authorised by	
Pupil premium lead	Emma Levers
Governor / Trustee lead	Sheila Breckell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,253
Recovery premium funding allocation this academic year	£ 16,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 162,638

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to provide all students with the opportunity to achieve their full potential.

Through high quality teaching, CPD and interventions we lower the barriers caused by disadvantage.

All children will have access to a broad and balanced curriculum, enriched with engaging learning experiences and delivered by expert teachers.

We do not employ a 'one size fits all' approach. Barriers to learning are identified for each child and individualised support is provided.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life
- to raise the aspirations of disadvantaged pupils and develop them as life-long learners

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of vulnerable learners
- ensuring that disadvantaged children have access to additional opportunities to widen their experiences such as enrichment activities
- ensuring that identified disadvantaged children and parents/carers have access to high quality pastoral, behavioural and mental health support

when making provision for disadvantaged children, we recognise that not all pupils who receive free school meals/Pupil premium will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals or pupil premium.

As per the funding agreement, we reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This means that not all disadvantaged children will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives: The range of provisions available at Brooke include but are not limited to:

- frequent monitoring and intervention of progress and needs from leaders
- literacy and numeracy support which includes in class support, small group and 1-21 withdrawal
- providing support with transport to school to promote attendance
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extracurricular activities, trips and home learning support
- providing priority access to counselling and mental health and wellbeing support
- allocating high quality teaching assistants to support progress and attainment

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality impact negatively on pupils, as they miss learning
2	Poor parental engagement in their child's education
3	Attainment on entry is lower than non-pupil premium children
4	Children have low aspirations, due to a lack of aspirations of their parents
5	Poor mental health and wellbeing due to family circumstances
6	Lost learning due to school closure during COVID-19 has impacted negatively on attainment and progress.

## 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
<b>Increase the attendance of disadvantaged pupils, closing the attendance gap between PP and non-PP children.</b>	<p>PP attendance will be 96% or above</p> <ul style="list-style-type: none"> <li>• All PA PP children will receive additional effective support from their key worker or the inclusion assistant.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focussed, effective intervention strategies will be in place to support PA PP children to increase their attendance.</li> <li>• PP lead will meet monthly with attendance team to assess PP attendance and the effectiveness of support and interventions.</li> <li>• Attendance Support Plan meetings will evidence actions</li> </ul>
<p><b>Increase the percentage of disadvantaged pupils passing the Year One Phonic Screening Check.</b></p>	<p>The attainment gap between disadvantaged and non -disadvantaged pupils will decline.</p> <ul style="list-style-type: none"> <li>• 95% of Y1 pupils will pass the PSC</li> <li>• 100% of children retaking the test in Y2 will pass the test</li> <li>• Y3-Y6 who did not pass the PSC in Y2 are identified and tracked through school for phonics intervention</li> <li>• Assessment processes clearly identify where intervention is required</li> <li>• Teaching is good in all respects through secure phonic knowledge</li> <li>• Pupil voice questionnaires demonstrate increased confidence in and enjoyment of phonics</li> </ul>
<p><b>Narrow the reading attainment and progress gap between disadvantaged and non-disadvantaged pupils, particularly at the higher standard.</b></p>	<p>In each year group reading progress is secured from each phase starting point. Disadvantaged pupils are working in line with their peers.</p> <ul style="list-style-type: none"> <li>• Assessment process in place to identify needs for intervention.</li> <li>• increase in reading knowledge and skills, demonstrated through outcome data and intervention support</li> <li>• Pupil voice shows increased confidence in and enjoyment of reading.</li> </ul>
<p><b>Develop oracy skills of disadvantaged pupils, to close the gap in speaking and listening and vocabulary by the end of each key stage</b></p>	<ul style="list-style-type: none"> <li>• Reduce the gap between disadvantaged and non-disadvantaged in communication and language at end of Nursery and Reception.</li> </ul>
<p><b>Narrow the writing attainment and progress gap between disadvantaged and non-disadvantaged pupils, particularly at the higher standard.</b></p>	<p>Gap between disadvantaged and non-disadvantaged pupils reduced at end of KS2. Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2. Evidenced through:</p> <ul style="list-style-type: none"> <li>• Clear checking of progress scores in writing assessments;</li> <li>• Timely assessment processed identify needs for intervention;</li> <li>• Books clearly identify progress baseline;</li> <li>• Knowledge and skills, demonstrated through extended writing tasks;</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil voice shows increased confidence in and enjoyment of writing.</li> </ul>
<b>Narrow the maths attainment and progress gap between disadvantaged and non-disadvantaged pupils, particularly at the higher standard.</b>	<p>Gap between disadvantaged and non-disadvantaged pupils reduced at end of KS2. Increase in disadvantaged pupils achieving EXS+ and GDS at end of KS2.</p> <ul style="list-style-type: none"> <li>• Assessment process in place to identify needs for intervention.</li> <li>• increase in maths knowledge and skills, demonstrated through outcome data and intervention support</li> <li>• Pupil voice shows increased confidence in and enjoyment of maths</li> </ul>
<b>Ready to learn</b>	<p>Parents of PP children will have increased engagement with school and increased confidence in supporting their children at home; our PP children will be punctual, equipped and ready to learn.</p> <ul style="list-style-type: none"> <li>• PP children will access breakfast club</li> <li>• PP children will be punctual to school, supported by the Inclusion Assistant</li> <li>• Parents of PP children will access support from the Inclusion Assistant, who will support them to access financial help for equipment and to get their child/ren to school on time.</li> <li>• Parents of PP children will access financial help for uniform, PE kit, trips</li> <li>• Improved attendance at parents evenings</li> </ul>
<b>Parental engagement</b>	<p>Parents of PP children will have increased engagement with school and increased confidence in supporting their children at home.</p> <ul style="list-style-type: none"> <li>• PP Parent attendance at parent meetings will be 90%+</li> <li>• PP Parent attendance at parent workshops and meetings will be 90%+ (Support for reading, ASPs)</li> <li>• PP parent voice will reflect positive experiences form support from the Inclusion Assistant.</li> </ul>
<b>Self-esteem, wellbeing and aspirations through the provision of increased enrichment opportunities to improve engagement in school.</b>	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils take part in enrichment opportunities during the school year.</li> <li>• Pupil voice shows engagement of pupils and enjoyment of experiences.</li> </ul>
<b>Personalised support for individual disadvantaged pupils to support emotional wellbeing.</b>	<ul style="list-style-type: none"> <li>• Pupils identified based on teacher referrals/knowledge of families and children. Individual interventions set up with external agencies involved when need requires.</li> </ul>

	<ul style="list-style-type: none"><li>• Pupil voice shows that pupils feel the interventions have had a positive impact on them.</li></ul>
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## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <p>Whole school training for phonics using a DFE accredited provider (Little Wandle)</p> <p>Whole school, in-house phonics CPD from Phonics Lead</p> <p>English Hub CPD</p> <p>Purchase phonically decodable texts to develop reading skills and online access to books</p> <p>Purchase classroom resources to support LW delivery</p> <p>(£25,000)</p>	<p>“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” EEF Teaching and Learning Toolkit, 2019</p> <p>There is a high focus on supporting children to read through Synthetic Systematic Phonics.</p> <p>Brooke has worked with the English Hub for the last 2 years to develop a clear and consistent phonics approach.</p> <p>School now working with an accredited provider to show fidelity to an approved scheme – Little Wandle.</p> <p>Monitoring, support and CPD provided by the English Hub to implement this.</p> <p>Ongoing support provided by phonics lead delivering training.</p> <p>Frequent monitoring, mentoring and coaching will identify teaching and learning gaps. When required pupils will be supported to keep up.</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of an additional four months’ progress. Effective teaching of Phonics is more effective on average than other approaches to early reading. (EEF 2018)</p>	3, 6
<p><b>Reading and writing</b></p> <p>Lexia CPD</p> <p>In house CPD from Reading Leads</p> <p>English Hub CPD</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils.</p> <p>There is evidence to suggest that early literacy programmes that include activities linked to phonemic awareness and phonics skills lead to better literacy outcomes than programmes without these components (EEF 2018).</p>	3, 6

<p><i>Oracy Project CPD and ongoing support</i></p> <p>(£20,000)</p>	<p>Reading comprehension support (small group)</p> <p>“Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction”</p> <p>EEF Teaching and Learning Toolkit</p> <p>Lexia has been purchased for the ‘lowest 20%’. 70% of these children are PP.</p> <p>Teachers will be provided with training on how to track progress and administer targeted teaching material.</p> <p>Parents will be supported to enable them to access this at home.</p> <p>PP were provided with a device during lockdown to enable to access remote education. These devices can access Lexia.</p> <p>Ongoing CPD for teachers on the most up to date research for effective reading. This includes CPD from David Reedy. (Reedy &amp; Tennant, 2016).</p> <p>Development of the oracy project across school. CPD for all staff.</p> <p>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress”</p> <p>EEF Teaching and Learning Toolkit, 2019 Mercer, 2013</p>	
<p><b>Maths</b></p> <p>Big Maths CPD</p> <p>Maths Leadership</p> <p>Mathematics Mastery CPD</p> <p>(£5000)</p>	<p>Introduction of Big Maths (Click) to support children to develop fluency.</p> <p>Leadership of Maths, supported by the Maths hub, to develop staff confidence and skill in teaching Maths.</p>	<p>3, 6</p>
<p><b>Mental Health, Emotional literacy and wellbeing</b></p> <p>Metacognition CPD</p> <p>ELSA training</p> <p>Mental Health and Wellbeing CPD (train the trainer)</p>	<p>Metacognition and self-regulation CPD</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>EEF Teaching and Learning Toolkit</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>Development of metacognition across school through training of a leader and subsequent dissemination to staff.</p>	<p>5</p>



(£6000)	ELSA support for identified PP children. <a href="#">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a>	
<b>Behaviour</b>  Trust Coaching and CPD for Brooke leaders and staff.  (£4000)	<p>“It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.”</p> <p>While classroom-level strategies have a big impact on pupil behaviour, consistency and coherence are paramount at a whole-school level, this is achieved through a consistent approach to behaviour policy. (Bennett, 2017) (EEF, 2019)</p> <p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Development of the behaviour policy through regular CPD for staff and CPD for behaviour lead.</p>	5

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics</b>  1-2-1 teaching  small group teaching  small class teaching  TAs to lead daily keep-up Phonics interventions  (£20,000)	<p>See phonics section above</p> <p>“one-to-one tuition can be effective, providing approximately five additional months’ progress on average” EEF Teaching and Learning Toolkit</p> <p><i>Maintain or reduce small class sizes in F2, Y2, Y3, Y6</i> Reducing class size has a small positive impact of +2 month, on average. EEF Teaching and Learning Toolkit</p> <p>The Rose Review (2006) states that teaching synthetic systematic phonics is the most effective method to teach children to read.</p>	3, 5
<b>Reading, writing and Maths</b>	<p>School tutoring funding (£12,960 plus 25% )will be used to fund an additional SASA to work 1-2-1or with small groups to close gaps in RWM.</p>	3, 5

<p>Pegs to Paper (groups of 4)</p> <p>1-2-1 teaching RWM</p> <p>small group teaching RWM</p> <p>small class teaching RWM</p> <p><i>Nuffield Early Language Intervention (NELI)</i></p> <p>School-led tutor to work 1:1 and with small groups of pupils (25% of total cost)</p> <p>Timetables support</p> <p>Dyslexia Sparks assessments – termly identification (£3240)</p> <p>Purchase books for Nursery and Reception pupils to promote a love of reading.</p> <p>Purchase of additional books for classrooms and library shelves.</p> <p>(£30,000)</p>	<p>1:1 tuition of short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact (+5 gain EEF). (EEF Teaching and Learning Toolkit: one to one tuition 2018)</p> <p>'In many cases the teaching assistant is able to spend more time than the class teacher working closely with and getting to know an individual child, and their knowledge of that child should form part of the overall planning process' (Bradley, L., Carroll, J., Crawford, H., Hannant, P. and Thompson, A., 2017).</p> <p>Yeager, D.S. and Walton, G.M., 2011. Social-psychological interventions in education: They're not magic. <i>Review of educational Research</i>, 81(2), pp.267-301.</p> <p>Daily 1-2-1 reading for the lowest 20%</p> <p><i>Pegs to Paper (fine motor / writing) intervention for EYFS children working below EXS for physical development and writing</i></p> <p><a href="http://teachneli.org">NELI Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a></p> <p>1:1 tuition of short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact (+5 gain EEF). (EEF Teaching and Learning Toolkit: one to one tuition 2018)</p> <p>Schools should aims to understand individual pupil's learning needs using a=the graduated approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals (EEF, 2020)</p> <p>A significant barrier for pupil premium students is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status.</p> <p>The word rich get richer and the word poor get poorer (Alex Quigley, Closing the Vocabulary Gap, 2018)</p>	
<p><b>Mental Health, Emotional literacy and wellbeing</b></p> <p>Horizons intervention</p>	<p>Horizons (emotional literacy) intervention – small group, delivered by Inclusion assistant</p>	<p>5</p>

<p>ELSA to work with identified pupils on specific needs</p> <p>ELSA room created and resourced in school for interventions to take place in</p> <p>Inclusion Assistant Support</p> <p>SEMH wellbeing resources e.g. Lego Therapy</p> <p>(£15,000)</p>	<p>Employment of an inclusion assistant, focussing on mental health and wellbeing, parental engagement and support and attendance</p> <p>Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment. 'It is clear that an environment in which students feel emotionally safe, is good for those with and without SEND'</p> <p>(Bradley, L., Carroll, J., Crawford, H., Hannant, P. and Thompson, A., 2017)</p> <p>Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment. (Bradley, L., Carroll, J., Crawford, H., Hannant, P. and Thompson, A., 2017)</p> <p>There is a growing body of evidence that a child's motivation and engagement is a key factor in how they respond to support or intervention. Motivation can be divided into two types: intrinsic motivation (doing an activity because you want to) or extrinsic motivation (doing a task for external reward or acknowledgement). (Bradley, L., Carroll, J., Crawford, H., Hannant, P. and Thompson, A., 2017).</p> <p>Social and emotional interventions have an identifiable and value impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.</p>	
<p><b>Parental Engagement</b></p> <p>AFCL Functional Skills sessions (supported by Inclusion assistant).</p> <p>Parent Coffee Mornings and engagement events</p> <p>LW resources for parents (£5000)</p>	<p>Parents can also provide support and consistency for any approaches or interventions used at school. The EEF-Sutton Trust Toolkit includes a review of 14 meta-analyses on the topic, which indicates that parental involvement in children's learning has a small positive effect, though most of the studies cited focus on young children and many on parents reading with their child. However, parents sometimes need support to know how best to help their child: Maloney et al (2015) find that parents who are anxious about maths and help with maths homework can have a negative, rather than a positive, impact. (Bradley, L., Carroll, J., Crawford, H., Hannant, P. and Thompson, A., 2017).</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF Teaching and Learning Toolkit</p>	<p>2</p>

	<p><a href="#">Working with Parents to Support Children's Learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Activities will be provided throughout the year to support parents with supporting their children at home. There will be a focus on developing their ability and understanding of effective support.</p> <p>The primary focus will be phonics and reading.</p> <ul style="list-style-type: none"> <li>• Friday afternoon reading support / stay and play sessions for PP parents</li> </ul> <p>The Inclusion Assistant will have dedicated time to support PP parents and children to attend school regularly and on time</p>	
<p><b>Attendance and Punctuality</b></p> <p>Breakfast Club</p> <p>Targeted support from Inclusion Assistant / Attendance Team</p> <p>Welfare and Safeguarding Liaison Officer to monitor attendance and maintain contact with parents/carers</p> <p>Additional member of admin staff to support with Attendance</p> <p>(£10,000)</p>	<p>Pupils need to be in school to learn and achieve and there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions. (EEF, 2015)</p>	<p>1</p>

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

Budgeted cost: **£22,740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School / Holiday clubs  (£2000)	Summer schools have a positive impact on average (three months' additional progress)  Select PP children will be encouraged to attend holiday clubs (free of charge). The clubs will include academic support for RWM.	4
<i>Breakfast Club</i> (£4000)	Our breakfast club will be made free of charge to all PP children. PP children will be encouraged to attend.  This will enable to them start the day with a nutritious breakfast, supporting them to be in the correct mindset for learning. There will be adults available to support emotional needs. Academic interventions will be taking place for reading.  <a href="https://d2tic4wvo1iusb.cloudfront.net">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>	1 3 6
<i>Doncaster Caged Steel Martial Arts</i> (£3500)	Involvement of Doncaster Caged Steel Martial Arts to develop the behaviour of Y6 boys.  The company focus on developing a positive mindset through discipline, using male role models to inspire young people.	4
<i>Appointment of Inclusion Assistant</i> (£1000)	<i>Focussed work with target children/parents/families</i>	1, 2, 5
<i>Trips and events</i> (£3000)	<i>provided free of charge for PP children. Our inspiring curriculum will develop children's understanding of the world beyond Thorne, developing ambition.</i>	4
<i>Free uniform</i> (£2000)	This will support PP children to feel a sense of belonging and pride.	1
<i>Home learning</i>	<i>"Homework has a positive impact on average (+ 5 months)"</i> <i>EEF Teaching and learning toolkit</i>	2, 3, 6

<p><i>support available through home learning club and 3-2-6 club</i> (£2,000)</p>		
<p><i>School tutoring</i>  (25% of £12,960 = £3,240)</p>	<p>The school will receive £12,960 for school tutoring. This will be allocated to the temporary appointment of an additional teacher, who will work directly with PP / Lowest 20%.</p> <p>He/she will support children 1-2-1 / small group during RWM lessons (AM) and withdraw children for short interventions (based on gap analysis) for the PM sessions. He/she will provide additional sessions before/ after school for select PP / Lowest 20% children (extending the school day)</p> <p>“Programmes that extend school time have a positive impact on average” EEF Teaching and Learning Toolkit</p>	<p>2, 3, 6</p>
<p>Leadership of Pupil Premium  (£2000)</p>	<p>School leader and UPS Teacher to lead PP across the school. This will involve supporting staff to develop teaching strategies to support the lowest 20%, PP tracking for attainment and progress, provision mapping and raising the profile of PP across school.</p>	<p>all</p>

**Total budgeted cost: £ 162,740**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Early Years

GLD (23 chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
<b>FSM EXS (8)</b>	63%	56%	+7%	17%	18%
<b>Not FSM EXS (15)</b>	80%	74%	+6%		
<u>Commentary</u>					
<ul style="list-style-type: none"> <li>The attainment for PP children has increased since 2020-21.</li> <li>The gap between PP and non PP has decreased.</li> </ul>					
<u>Next Steps</u>					
<ul style="list-style-type: none"> <li>Focus support on Phonics for 2021-22</li> </ul>					

#### Phonics

Year 1 Phonics (39 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
<b>PP EXS+ (/4)</b>	50%	71%	-21%	-30%	-13%
<b>Not PP EXS+ (/35)</b>	80%	84%	-4%		
By the end of Year 2 Phonics (43 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
<b>PP EXS+ (/11)</b>	82%	85%	-3%	-15%	-8%
<b>Not PP EXS+ (/32)</b>	97%	93%	+4%		
<u>Commentary</u>					
<ul style="list-style-type: none"> <li>Attainment for the cohort increased from 2020-21</li> </ul>					
<u>Next Steps</u>					
<ul style="list-style-type: none"> <li>Increase PP attainment in phonics to reflect the national level and reduce the gap between PP and Non PP.</li> <li>Reduce the attainment gap between PP and non PP to the national level on the Y2 phonics resit.</li> </ul>					

**KS1**

KS1 Reading (43 chn)	Brooke 2021	National (2019)	Difference BRK-Nat	BRK Diff
PP EXS+ (/11)	73%	62%	+11%	5%
Not PP EXS+ (/32)	78%	78%	0%	
KS1 Writing (43 Chn)	Brooke 2021	National (2019)	Difference BRK-Nat	BRK Diff
PP EXS+ (/11)	64%	55%	9%	-11%
Not PP EXS+ (/32)	75%	73%	2%	
KS1 Maths (43 Chn)	Brooke 2021	National (2019)	Difference BRK-Nat	BRK Diff
PP EXS (/11)	73%	62%	+11%	8%
Not PP EXS (/32)	81%	79%	+2%	
KS1 Combined (43 Chn)	Brooke 2021	National (2019)	Difference BRK-Nat	BRK Diff
PP EXS+ (/11)	64%	50%	+14%	8%
Not PP EXS+ (/32)	72%	69%	+3%	
<u>Commentary</u>				
<ul style="list-style-type: none"> <li>Cohort attainment in all areas was in line or above national</li> </ul>				
<u>Next Steps</u>				
<ul style="list-style-type: none"> <li>Continue to raise attainment</li> </ul>				

**KS2**

KS2 Reading (50 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
PP EXS (/17)	76%	62%	+14%	9%	16%
Not PP EXS (/33)	85%	78%	+7%		
KS2 Writing (50 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
PP EXS (17)	71%	68%	+3%	17%	15%
Not PP EXS (33)	88%	83%	+5%		
KS2 Maths (50 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
PP EXS (/17)	76%	67%	+9%	9%	0%
Not PP EXS (/33)	85%	84%	+1%		
KS2 Combined (50 Chn)	Brooke	National (2019)	Difference BRK-Nat	BRK Diff	National Diff
PP EXS (/17)	71%	51%	+20%	+5%	+20%
Not PP EXS (/33)	76%	71%	+5%		
<u>Commentary</u>					
<ul style="list-style-type: none"> <li>Cohort attainment in all areas was in line or above national</li> </ul>					



Next Steps

- Reduce the attainment gap between PP and non PP in writing and maths

## 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
Lexia	Lexia
Maths whizz	Maths Whizz

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA