

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 and holistic experiences 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	Brocks Hill Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2021- Sept 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sally Wicken (Executive Head) and Cathryn Shilling Associate head
Pupil premium lead	Thomas Orton
Governor / Trustee lead	Diane Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,270
Recovery premium funding allocation this academic year	£4,205
Recovery premium and Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,473
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	£68,948

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils. To use the funding to also ensure disadvantaged pupils have all the same holistic opportunities as non-pupil premium pupils. During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities
- Attendance
- Holistic education / offer

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Brocks Hill Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning. Our approach was also informed by Lionheart Educational Trust strategy.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our internal analysis shows pupil premium attendance is marginally lower than non-pupil premium, however, both whole school and PP attendance is significantly above national average figures. Pupil Premium also has a higher level of persistent absence than non-pupil premium. We know that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p>
2	<p>Internal and external assessments show that the gap has narrowed for disadvantaged pupils. We know that it is a challenge to maintain this and interventions are imperative to ensure all children succeed.</p> <p>Our internal assessments show that although disadvantaged pupils attain well in reading, writing and Maths, fewer pupil premium children reach Greater Depth in Reading, Writing and Maths.</p>

3	Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment who often have access to fewer out of school enrichment activities. Increased cost of living is additional strain on families.
4	Extracurricular and cultural capital (holistic education) – historically internal data, discussions and observations show that a number of our pupils have experienced less extra-curricular exposure in the form of trips, visits and clubs outside of school time.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The gap between attendance for non- disadvantaged and disadvantaged pupils will be narrowed.
Improve communication, oral language and vocabulary for 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.
Develop phonological skills from EYFS through to KS2.	KS1 phonics assessment data reflects our ambition to ensure the attainment gap between disadvantaged pupils and non- disadvantaged remains narrowed. We aim that all PP children should pass the Year 1 phonics test. High quality first of phonics throughout FS, KS1 and Year 3.
Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth.	End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. At Brocks Hill we aim to get more disadvantaged pupils working at greater depth.
Improved outcomes for disadvantaged pupils working at ARE in writing and Greater Depth across the curriculum.	KS2 SATs outcomes in 2024/25 show that the gap between disadvantaged and non-disadvantaged pupils attaining greater depth has narrowed.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils so that they have the same holistic experiences as non-pupil premium pupils.</p>	<p>Sustained high levels of wellbeing 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils• wider range of holistic experiences linked to the curriculum for pupil premium pupils
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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: £11,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First Teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. Ensure the profile of students eligible for PP is high amongst staff.	High standard of teaching benefits all student including Pupil Premium. EEF highlight the most value tool resource is that of the teacher, teaching high quality lessons. EEF-high-quality-teaching EEF Improving literacy in KS2 https://www.gov.uk/government/publications/the-readingframework-teaching-thefoundations-of-literacy The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2
Ensure Pupil Premium students received high quality feedback using whole school marking policy.	EEF- Feedback	2
Deliver whole staff training regularly and at various points throughout the academic year to ensure a consistent practice in school and across the Trust. CPD to take place at all levels. This will have a focus on metacognition.	EEF-Effective-Professional-Development-Guidance-Report. Memory – recommendation 4 EEF Improving memory report Using models to support understanding Using models to support understanding	2,3
Continue to embed and sustain quality of Social and Emotional Learning. SEL is taught through our 6Rs ethos, RHE curriculum and teaching of character skills. Children feel well supported with their emotional development. Emotion coaching CPD linked to our new behaviour policy and a consistent approach across the school. Ensure	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(education endowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	3

representation on pupil leadership.	Emotion coaching based on the research of John and Julie Gottman 1990's	
Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. The teaching of reading relies on explicit teaching of 7 key reading skills (EEF research): Predict, Question, Clarify, Summarise, Vocabulary Strategies, Grammar and Activate Prior Knowledge. These strategies are modelled and practised in the classroom and during any intervention, as well as in class.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching	https://educationendowmentfoundation.org.uk/evidence/summaries/teachinglearningtoolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2
Vocabulary focus across the curriculum throughout the school. This will include professional development. There will be a sharp focus on supporting early career teachers here, complimenting the ECF	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf - Preparing for Literacy EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf - Improving Literacy in KS1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1667853019 – Improving Literacy in KS2	2
Technology support for disadvantaged children if appropriate – Chromebook to be given to all disadvantaged children to support learning at home.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 – Using Digital Technology to Improve Learning EEF. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf	2

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

Budgeted cost: £18,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Include the use of SONAR following data snapshots to ensure staff can monitor progress of PP students.</p>	<p>https://junipereducation.org/sonar-tracker/</p>	
<p>Additional phonics and reading sessions targeted at pupils who require further support.</p> <p>Engaging with School led tutoring program. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.</p>	<p>Reading interventions and Nessy reading and spelling programme to continue.</p> <p><i>Nessy (2021) Research evidence [online]. Available from: https://www.nessy.com/uk/research-testimonials-research-evidence . [Accessed 30/7/21.]</i></p> <p><i>Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</i></p> <p><i>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/ [Accessed 8/3/21.]</i></p> <p><i>Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. Support for Learning. 35(1), 68-82.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. These can either be 1-1 or small groups.</p> <p>small-group-tuition -EEF</p> <p>one-to-one-tuition- EEF</p>	<p>2</p>
<p>Provision of Chrome books to all PP children who require one. This will compliment their classroom learning.</p> <p>Ensure all learners have the skills they need to use it effectively.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 – Using Digital Technology to Improve Learning EEF.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf</p>	<p>2</p>

Provision of additional home learning resources to compliment classroom learning.		
Speech and language for those pupils with a greater need. Talk Boost.	<p><i>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester.</i></p> <p><i>Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</i></p> <p><i>School-employed SALT/specific S&L training for whole staff: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</i></p>	1

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

Budgeted cost: £30,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring.</p> <p>Weekly monitoring of data to target attendance. Support families to improve and maintain good attendance.</p> <p>Include use of whole school goals/targets and rewards to motivate.</p> <p>To improve attendance for disadvantaged pupils</p> <p>Weekly monitoring of attendance.</p> <p>Contact made with families when attendance drops below 95% each month.</p> <p>Support put in place for Low attendees.</p> <p>Certificates, badges for 100% attendance.</p>	<p>Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	1

<p>ELSA support given to identified pupils.</p> <p>CPD for ELSA workers to ensure they are supported in their delivery of interventions.</p>	<p>This must be addressed in all aspects of School life and should not be disconnected from classroom learning. It should be intrinsic in every aspect of school life. We need to intentionally teach and support social skills, emotional well-being resilience confidence and self-esteem. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>Relate counsellor Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i></p> <p><i>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</i></p>	<p>3</p>
<p><i>The Lionheart Character Award aims to develop 6Rs and promote SEL.</i></p>	<p>All staff realise the importance of social and emotional education. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31.</i></p>	<p>3, 4</p>
<p>Children have access to extra curricular activities to develop their experiences and skills so that they have access to the holistic education.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from musical activities outside of school due to the associated financial costs (e.g. instruments, cost of tuition). By providing musical activities free of charge, Brocks Hill gives pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18.</i></p>	<p>4</p>

	<i>(Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</i>	
Other support is given to pupils where required e.g clubs, uniform, breakfast clubs and after school clubs	<p><i>Disadvantaged pupils need to feel included in all aspects of school life.</i></p> <p><i>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3-13 44(1):8-18.</i></p> <p><i>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.</i></p> <p><i>Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3-13 44(1):19-31.</i></p> <p><i>Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3-13 44</i></p>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 66,730

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 academic year 2022-23

- 1. To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.**

Whole school attendance was 95.43%, improvement on previous year (94.05%)
PP attendance was 92.74%. PA for PP children 22.58% (7 children). Case studies for these children are in place and links with parents to support families have been made. There is detailed case study information on every student who is PA or at risk of becoming PA and there is clear evidence that implemented strategies lead to improvement. Communication to the wellbeing team is effective and support is implemented as soon as issues arise. Staff followed up any children missing school and visits made when necessary.
Frequent reminders about attendance are given to children and parents, holiday fines have been issued and rewards for good attendance have been given out.
10% of PP children received awards for 100% attendance at the end of the 22/23 academic year. 4% of non-PP achieved 100% attendance.
- 2. Improve communication, oral language and vocabulary for disadvantaged pupils.**

Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Specialist Speech and Language intervention has supported pupils identified as requiring extra support to make rapid progress. Internal data shows that pupils in Foundation Stage made strong progress through a language rich environment. CPD for staff has increased staff knowledge and confidence in delivering interventions which has enabled pupils to make strong progress.
Learning walks show that that children demonstrate high levels of engagement in lessons. Vocabulary development impacts pupils writing significantly – see data.
- 3. Developing Phonological skills from EYFS to KS2**

All children in FS and KS1 have benefitted from daily Systematic Synthetic phonics lessons. Children in FS made strong progress (Baseline 36.8% ARE, 80.0% ARE at end of FS). 85% of pupils in Year 1 passed the Year 1 phonics check (in FS 65% of this cohort met GLD).
All staff have completed phonics training for Twinkl SSP programme and learning walks show this is being used effectively in all classrooms. Clear progression is evident.
- 4. Develop reading comprehension skills through highly structured approaches and interventions.**

KS2 SATs results show that that PP children continued to achieve highly. In KS2, 100% of PP pupils were working at age related or above in Reading. 20% of PP children achieved Greater Depth in Reading. These figures are significantly above National Data.
There were no PP children in Year 2 (2022-2023).
- 5. Improved outcomes for disadvantaged pupils working at Greater Depth.**

Rapid intervention has led to PP children making good progress. Staff CPD has had an impact enabling teachers to deliver effective lessons and stretch all pupils to their full potential. Staff members have also received CPD in Greater Depth Writing in KS2, which aids teaching and assessment of writing.
Year 6 data shows that 40% of children achieved greater depth in Maths, 20% in Reading and 20% Writing. 20% of PP children in Year achieved a combined greater depth score in Reading, Writing and Maths.
- 6. To achieve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

Class teachers complete termly well-being trackers and identify barriers to learning. Children who require extra support are identified and support is delivered in a range of ways, including support from WELL worker and school ELSA. Observations show improved wellbeing which in turn impacts on children's attainment and progress.
100% of children attended a school trip during 22-23 academic year.
42% of PP children attended after school clubs.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.