



Pupil premium strategy statement - Bramcote Hills Primary School 2022-2023

'Make the Future Better for All'

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 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	Bramcote Hills Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	46 – 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 to 2025 - 2026
Date this statement was published	November 2022
Date on which it will be reviewed	Interim (1) – June 2023 Interim (2) – Sept 2023 Final – November 2023
Statement authorised by	Mr Pete Taylor (Head)
Pupil premium lead	Mrs Kerry White (DHT)
Governor	Mr Ty Yousaf

PP Register

Total number of Pupil premium pupils	46 pupils
Free School Meals	38 Pupils
Post Looked After Care	4 Pupils
Ever 6	0
Service children	4 Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,010
Recovery premium funding allocation this academic year	£5,184
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	£62,194

Part A: Pupil premium strategy plan

Statement of intent

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

Bramcote Hills Primary School is committed to helping all children achieve their potential. We believe that through our SPARK curriculum and the provision of outstanding teaching, we inspire children to love learning by providing 'stimulating' opportunities and 'purposeful' challenges. We encourage our children to achieve through 'relevant' experiences that evoke curiosity and engage them in 'aspirational' learning. We believe that the highest possible standards can only be achieved by having the highest expectations and equity for 'all' learners. Some children from disadvantaged backgrounds, require additional support; therefore, we will use all the resources available to help them reach their full potential.

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 attainment gap and will benefit all pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improve alongside progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we adopt complement each other to help pupils to excel.

The Key Principles of **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

- Teaching
- Targeted academic support
- Wider strategies

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention.

Quality of Teaching

Good and Outstanding teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

Our priority at BHPS is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. Regular, high quality CPD is central to this.

- Continuous Professional Development: Regular individual and group coaching/mentoring sessions to support teachers/TAs, with a particular emphasis on maths, English and curriculum development.
- Professional Development for staff by attending targeted training courses, staff meetings and INSET.

Targeted support

At BHPS we consider carefully how staff are deployed to provide specific targeted support either in a one to one or small group situation.

- Structured interventions: including maths, English and oral skills.
- Small group support: including targeted English and maths teaching for pupils who are below age-related expectations.
- Home liaison worker
- Brighter Futures Through Sport: Development and mentoring programme
- Plant-a-seed: Bespoke family support in order to improve attendance and wellbeing of targeted children

Wider Strategies

At BHPS we aim to focus on the most significant non-academic barriers to success in school, including attendance, ensuring a sense of belonging and a thirst for learning.

- Attendance of PP pupils is tracked weekly and analysed monthly
- Covid Catch Premium is used to target pupils falling behind, with PP prioritised
- Provide provision for supporting children's emotional wellbeing
- All PP children are involved in at least 2 extra-curricular activities and attend all trips and residential.

Challenges

Detail of the key challenges to achievement that we have identified among our disadvantaged <i>How does socio-economic disadvantage impact on pupils learning?</i>	
1	Curriculum equity – more limited experiences outside of school can be impacted further by PP pupils being heavily involved in interventions and therefore missing out on the opportunity to address these gaps by being excluded from accessing curriculum equity and missing out on vital ‘Quality First Teaching’
2	Inconsistency in expectations and/or a lack of high expectations, which are of fundamental importance to addressing disadvantaged.
3	Low aspiration - Limited or little thirst for learning or learning behaviours which are negative. Some children are not able to take charge of their own learning and do not understand the language of learning (metacognition)
4	Internal and external (where available) assessments indicate that maths, reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have poor vocabulary, knowledge and experience of the world compared to their peers which negatively impacts their ability to write creatively and imaginatively.
6	Disadvantaged pupils do not enter school with the same cultural capital as their peers. A large percentage of them do not have regular opportunities to experience a wide range of extra-curricular and/or aspirational events, compared to non-pupil premium children. This also relates to educational visits out of school. This barrier was also heightened by the pandemic which has also impacted on social and emotional development.
7	A number of disadvantaged children will require targeted intervention such as: writing conferences to improve technical accuracy and composition, maths arithmetic and fluency intervention and focused reading comprehension skill support. Year 6 tutoring and intervention will take place
8	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Social and emotional barriers can also affect pupil attendance.
9	Our attendance data over the last 3 year indicates that attendance among disadvantaged pupils have been on average 3.3% lower than for non-disadvantaged pupils. During the same period, the average percentage of disadvantaged pupils who have been persistently absent was 22.7% compared to 8.3% of their peers, a difference of 14.4%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ 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
To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • To continue to promote the love of reading through high quality, aspirational non-fiction books and the teaching of DERIC & ERIC • Introduce Rainbow Grammar as a strategy for improving writing. Colour is used to expose the underlying structure of sentences, so that children can understand how they work, imitate their patterns and then apply those patterns to new contexts. • Vocabulary teaching is consistent throughout the school and curriculum subjects • Children are in line with or exceeding their expected progress in writing. • Children are in line with or exceeding their expected attainment in writing. • More children on track to achieve Greater Depth in writing - closing the gap.

<p>To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A consistent approach to teaching maths is evident across school • A mastery approach which includes: <ul style="list-style-type: none"> ➢ High expectations – all pupils succeed with the same objective with support and challenge where appropriate ➢ Children have access to concrete, pictorial and abstract representations ➢ Scaffolds such as Dienes, Numicon, pictorial representations used ➢ New concepts possibly introduced in the context of a problem, story, picture ➢ A variety of methods taught and calculations represented in different ways to promote understanding. e.g. part whole, bar. ➢ Children should be active learners. ➢ Model fluency, reasoning and problem-solving questions to the class, verbalising mathematical choices so the children can understand your reasoning for these. ➢ All learners gain good access to fluency, problem solving and reasoning parts of the lesson. ➢ Use of stem sentences. ➢ Teachers actively question pupils' thought process, asking them to orally reason their mathematical understanding and choices. ➢ Explicitly teaching of mathematical vocabulary ➢ Leading to: <ul style="list-style-type: none"> √ 'Do it' (independent and varied fluency in different contexts) √ 'Secure it' (shift of original problem to different contexts, comparisons of different problems) √ 'Deepen it' (Explain, justify, prove ideas. – True/False; always/sometimes/never) • Children are in line with or exceeding their expected progress in maths. • Children are in line with or exceeding their expected attainment in maths. • More children on track to achieve Greater Depth in maths - closing the gap. • Improvement in children's mental maths skills and knowledge.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Whole school focus on mental health evident through PSHE lessons and assemblies. • Opportunity for young children to receive professional, effective support in relation to their mental health and become able to use strategies to look after their own mental wellbeing. • Children feel supported and positive within the school context. • Children given opportunity to explore their emotions and build and strengthen social relationships with their peers <p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher and TA observations • a significant reduction in social and emotional concerns from children and parents • an increase in access to social emotional support systems such as ELSA, particularly for disadvantaged children. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils to improve wellbeing • Disadvantaged children will achieve a good or better level of attendance
<p>To improve the attendance of PP pupils, so that it is at least in line with their peers</p>	<ul style="list-style-type: none"> • Weekly attendance tracking of pupils eligible for PP. • Analysed weekly and in more detail monthly • Absence followed up from the first morning of absence. Traffic Light letters sent when attendance concerns are raised. • Face-to-face meetings with parents/carers by Attendance Officer. Referral for more serious cases. Continuing of fining for holidays during term time
<p>To ensure that there are no barriers to children attending enrichment and extra – curricular activities.</p>	<ul style="list-style-type: none"> • All PP children to be involved in at least 2 extra-curricular activities and attend all trips and residential.

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, 693**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (Teaching for Mastery training).</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2, 3, 4, 5, 7
<p>Purchase of standardised diagnostic assessments (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	2, 4, 8
<p>CPD from Jason Wade: - Rainbow Grammar - Sounds & Syllables</p> <p>Introduction of Monster Phonics @KS1</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early 5 8 reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies are high impact on average (+6 months). 1 6 Alongside phonics it is a crucial component of early reading instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 4, 5, 6, 7

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

Budgeted cost: £19184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring/intervention programme</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5, 7</p>
<p>To ensure that the attainment of disadvantaged pupils is at least good and their rates of progress are at least good and in some areas accelerated</p>	<p>a) Monitoring the impact of the teaching and learning policy and curriculum plan. Ensuring the following:</p> <ul style="list-style-type: none"> • A 'So what' / 'no excuse' culture • Stimulate children's pride in their learning and develop ways for them to challenge themselves • Develop metacognition approaches • Target 5 PP children per term for monthly learning reviews with PP lead, following a 'script. Involve class teacher • Teacher led pre/post teach • Interventions to be part of quality first teaching rather than TA withdrawal • Fortnightly attendance meetings to be held with a focus on PP children <p>b) Monthly work scrutiny of sampled PP to be carried out by department leads (include children when appropriate)</p> <ul style="list-style-type: none"> • Raise aspiration • Evidence of pupil progress • Evidence of agreed expectations being adhered to in every class • Evidence of new strategies being suggested and used when progress does not happen • Evidence of healthy challenge and support by departmental leads • Evidence of receptive response and action from all staff <p>c) Carry out termly review of which are the most effective strategies for promoting progress of disadvantaged children:</p> <ul style="list-style-type: none"> • Reviews held and submitted to governors • Evidence of targeting the most effective strategies <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>1, 2, 3, 7</p>

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

Budgeted cost: £ 35,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Brighter Futures Through Sport Development & Mentoring Programme</p> <p>Sessions run on Monday & Tuesday</p>	<p>Brighter Futures Through Sport (BFTS) are a charity, who aim to use sport to inspire, raise self-esteem and give confidence to every child they work with.</p> <ul style="list-style-type: none"> • Continue to deliver a mentoring programme for girls and boys from ages 6-16, with the aim of improving confidence, supporting school work and raising self-esteem. • Provide support and activities that develop the skills, confidence and capabilities of each child. • The sessions run for 30 minutes and pupils who attend the sessions will do so individually or as a group of 3. • Coaching and mentoring for 22 pupils over a day 	<p>3, 8, 9</p>
<p>Home Liaison Support Worker – Part time</p> <p>Sessions run on Tuesday & Wednesday</p>	<p>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). 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</p> <p>Role of HLW</p> <ul style="list-style-type: none"> • To work with pupils in receipt of PP. to support their reading • To ensure targeted pupils make at least expected progress in reading. • To make home visits to families and arrange to meet with them in school. • To address other issues that present difficulties for families that may affect children's success in school. • To support a family's full integration into school life. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 8, 9</p>
<p>To continue to provide bespoke family support in order to improve attendance and wellbeing of targeted children (through association with Plant a Seed and multi-systemic therapy).</p> <p>£8000</p>	<p>To continue to develop a relationship with PAS to improve the attendance and family support/therapy available to a range of families in crisis.</p> <p>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). 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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 8, 9</p>
<p>Pupil Premium Lead to attend 3 Pupil Premium network events throughout the year</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap; therefore, quality CPD is very important in raising attainment and social and emotional status, particularly for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3, 8, 9</p>

Reduction in educational visit cost for all children to ensure all children have equal access to quality experiences	<p>It is essential that all children have equal access to educational and aspirational experiences offered by the school. Pupil premium funding ensures that disadvantaged children do not miss out on these memorable and high-quality experiences. The funding also ensures that non-pupil premium children with challenging financial backgrounds also do not miss out.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf</p>	3, 8, 9
Equal access to breakfast and afterschool clubs for disadvantaged children and non-pupil premium children	<p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	3, 8, 9
Collaboration with the school Attendance Officer to reduce poor attendance	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	9
As part of British Science Week, professionals from STEM industries will be leading talks and workshops within school to raise children's aspirations for the future	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	9

Total budgeted cost: £62,194

Part B: Review of outcomes in the previous academic year

Strategy Review Academic Year 2021 – 2022

Pupil premium strategy outcomes

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

Measure	BHPS		Notts (FSM)
	ALL	FSM	
Reading	+2.9	+4.2	-0.8
Writing	+0.8	-0.8	-0.5
Maths	+2.9	+1.6	-0.6

Measure	Meeting expected standard @KS2	Achieving high standard @KS2
Reading	60%	30%
Writing	50%	-
Maths	60%	10%
RWM Combined	50%	-

Figures based on 10 PP pupils. Each pupil is worth 10%

Disadvantaged pupil performance overview for last academic year

Phase	Measure	BHPS		National		LA		
		ALL	FSM	All	FSM	All	FSM	
EYFSP	GLD	82%	71%	65%		67%	50%	
Y1	Phonics	90%	0	75%		77%	64%	
Y2	Phonics	97%	67%	87%		88%	79%	
KS1	Reading	(EXP)	80%	67%	67%	51%	67%	51%
		(GDS)	17%	0	18%		17%	
	Writing	(EXP)	68%	67%	58%	41%	59%	41%
		(GDS)	5%	0	8%			
	Maths	(EXP)	83%	67%	68%	52%	69%	52%
		(GDS)	35%	0	15%			
RWM	(EXP)	63%	67%			55%		
	(GDS)	3%	0					
KS2	Reading	(EXP)	85%	60%	74%	62%	75%	60%
		(GDS)	51%	30%	28%		27%	
	Writing	(EXP)	83%	50%	69%	55%	71%	55%
		(GDS)	15%	0	7%		13%	
	Maths	(EXP)	80%	60%	71%	67%	72%	53%
		(GDS)	42%	10%	22%		23%	
	RWM	(EXP)	73%	50%	59%	43%	59%	41%
		(GDS)	14%	0	7%		7%	

Pupil Premium Interim Review: July 2022

Priority Measure	Outcomes – Summer 2022																												
			Meeting the expected standard at the end of KS2			Achieving Greater Depth Standard at the end of KS2 (2022)																							
			Target	April 2022	July 2022		Target	April 2022	July 2022																				
1. All PP children to achieve SIP based targets in reading and maths (informed by FFT top 20% of schools) (Measured by attainment data)	All Pupils	Reading	90%	78%	85%	Reading	35%	36%	51%																				
		Writing	85%	64%	76%	Writing	25%	8%	15%																				
		Maths	90%	66%	83%	Maths	35%	19%	42%																				
		RWM	80%	54%	73%	RWM	25%	5%	14%																				
	PP Pupils	Reading	80%	60%	60%	Reading	30%	0	30%																				
		Writing	70%	20%	50%	Writing	30%	0	-																				
		Maths	90%	50%	60%	Maths	30%	0	10%																				
		RWM	60%	20%	50%	RWM	30%	0	-																				
Review of outcomes																													
Strengths and areas to be shared as good practice																													
Reading																													
<ul style="list-style-type: none"> Standards in Reading have largely remained high across the school, especially at the end of each key stage. This is very positive and continues to empathise the focus placed on reading through individual reading, promoting a love of reading, (D)ERIC and through catch up programmes. Attainment at a high level is outstanding in comparison to national averages at the end of KS2 Progress in reading is well above national rates of progress Standards in reading at the end of KS2 does not quite meet the target for ARE. It does however surpass the last SATs achievement in 2019 of 73% GDS scores at the end of KS2 have been exceptional in KS2 (reflecting prioritisation), significantly surpassing the target and previous GDS in 2019. PP GDS target of 30% achieved Progress of PP children in Reading has generally been good, reflecting prioritisation Impact of 'catch up' interventions in Reading have generally been very positive with good amounts of accelerated progress 																													
Writing																													
<ul style="list-style-type: none"> Attainment in writing at ARE & GDS are above the National figures for both ARE & GDS Standards in writing are generally good across the school but not well above national averages Rates of progress in writing are broadly in line with national rates of progress 																													
Maths																													
<ul style="list-style-type: none"> End of Y6 attainment in maths fell short of the target Standards in maths are very good across the school Attainment at a high level is very good in comparison to national averages at the end of key stage 2 																													
EYFS																													
<ul style="list-style-type: none"> Although no longer a nationally accepted accountability measure, the percentage of children achieving a Good Level of Development at the end of the Foundation stage is well above national averages 																													
Phonics																													
<ul style="list-style-type: none"> The percentage of children achieving the required standard at their phonics check is well above the national average. 																													
<table border="1"> <thead> <tr> <th>Phonics Check</th> <th>2018</th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Yr 1 School</td> <td>86%</td> <td>95%</td> <td>90%</td> </tr> <tr> <td>Yr 1 Nat Ave</td> <td>83%</td> <td>82%</td> <td>75%</td> </tr> <tr> <td>Yr 2 School</td> <td>93%</td> <td>92%</td> <td>97%</td> </tr> <tr> <td>Yr 2 Nat Ave</td> <td>92%</td> <td>91%</td> <td>87%</td> </tr> </tbody> </table>										Phonics Check	2018	2019	2022	Yr 1 School	86%	95%	90%	Yr 1 Nat Ave	83%	82%	75%	Yr 2 School	93%	92%	97%	Yr 2 Nat Ave	92%	91%	87%
Phonics Check	2018	2019	2022																										
Yr 1 School	86%	95%	90%																										
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Yr 2 Nat Ave	92%	91%	87%																										
Areas for Development																													
Reading																													
<ul style="list-style-type: none"> PP ARE falls short of the 80% target (2 pupils narrowing missing the ARE Scaled score of 100). Attainment at the end of Key Stage 1 at the higher standard is only in line with national averages. This year group will need further support in reading (especially high attainers) and it is necessary to check that prior learning has been securely embedded. This may have been a lasting impact from the pandemic. 																													
Maths																													
<ul style="list-style-type: none"> End of Y6 attainment in maths fell short of the target Maths GDS scores for yr 6 are an area for improvement. Attainment at the end of Key Stage 1 at the higher standard is only in line with national averages. This year group will need further support in maths (especially high attainers) and it is necessary to check that prior learning has been securely embedded. This may have been a lasting impact from the pandemic. 																													
Writing																													
<ul style="list-style-type: none"> Standards in writing are not high enough. Although the national averages for writing have fallen, the data indicates that we have fallen to a level that is lower than that encountered in reading and mathematics. Staff have notice that achievement in spelling, grammar and punctuation could be improved and so this years' SIP places great emphasis on a whole school new approach, supported by CPD. Progress of PP children in writing is mixed and attainment gap has got wider in some year groups. 																													

<p>Priority 1 Brighter Futures Through Sport Development & Mentoring Programme</p>	<p>Brighter Futures Through Sport (BFTS) have continued to work with the pupils throughout the year. During this time, Jack Caulton has worked effectively with 34/41 of our PP children. Through the mentoring programme he has worked individually, in pairs or in small groups to engage, inspire, raise self-esteem and give confidence to every child that he has worked with. Whilst it is difficult to measure the impact he has made on each individual child, there are notable improvements in all of the children he has worked with. For some it has been an improvement in attendance, gained confidence or an opportunity to discuss some of their concerns about school, relationships with family or friends, or concerns about finances and a lack of food in their home. For some there has been a notable impact and an increased self-awareness of the impact their actions have on others. Due to the nature of his work, it is difficult to quantify this impact. Within the pupil voice survey of those pupils who identified that they were part of the programme of support delivered by Jack, 100% of them stated that they enjoy the sessions with Jack and find them helpful.</p>															
<p>Priority 2 Home Liaison Support Worker</p>	<p>Our Home Liaison Support Worker, Mrs Magner has continued to have a significant impact on the pupils and families she supports. Not only does she work with pupils in receipt of PP to support their reading, but she also proactively supports their parents, through regular communication and monitoring the response to parents' evening's invitations and other key events - working with the administration staff to maximise engagement.</p> <p>Throughout the year, she has worked with a total of 22 pupils, 21 of whom are in receipt of pupil premium funding. The progress made by these pupils has been measured comparing their entry data (Either standardised or SATs Scaled scores) to their end of year, summer term results. 1 pupil included in the total number of pupils left in Spring Term (1), therefore there is data for 21 pupils only.</p> <table border="1" data-bbox="783 618 1525 792"> <thead> <tr> <th>Progress</th> <th>Number of pupils</th> <th>% of pupils</th> </tr> </thead> <tbody> <tr> <td>No comparable data</td> <td>3</td> <td>14%</td> </tr> <tr> <td>Below Expected Progress</td> <td>1</td> <td>5%</td> </tr> <tr> <td>Expected Progress</td> <td>11</td> <td>52%</td> </tr> <tr> <td>Accelerated Progress</td> <td>6</td> <td>29%</td> </tr> </tbody> </table> <p>This is only a small part of the measure for the success of this priority. In order to have a progress measure of other aspects which are not purely based on academic achieving, a review has been made of the target action plan completed by staff. Now there are qualities and characteristics listed alongside academic progress measures which will be completed pre and post intervention.</p>	Progress	Number of pupils	% of pupils	No comparable data	3	14%	Below Expected Progress	1	5%	Expected Progress	11	52%	Accelerated Progress	6	29%
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<p>Priority 3 Plant-a-seed (PAS)</p>	<p>During the academic year PAS (Plant-a-seed) have continued to provide a service of support for some of our PP pupils and their families. Throughout the year 6 families have been identified as potentially benefiting from the support of PAS.</p> <table border="1" data-bbox="304 1055 1310 1249"> <tbody> <tr> <td>Initial Concern = 0</td> <td>No families have been raised as a concern</td> </tr> <tr> <td>Closed Cases = 2</td> <td>1 family requested to withdraw PAS services 1 family reached sustainability and no longer required PAS support</td> </tr> <tr> <td>Open cases = 4</td> <td>2 families are currently active cases, receiving ongoing support 2 families have re-engaged with PAS support during Summer Term</td> </tr> </tbody> </table>	Initial Concern = 0	No families have been raised as a concern	Closed Cases = 2	1 family requested to withdraw PAS services 1 family reached sustainability and no longer required PAS support	Open cases = 4	2 families are currently active cases, receiving ongoing support 2 families have re-engaged with PAS support during Summer Term									
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Targeted academic support for current academic year

The following strategies have been devised to offset the barriers to learning, described above

Measure	Activity																																																																																																																																																																																																																																																																																																																																																																																							
<p>Priority 1 - To formulate individual year group targets for each year group based on specific issues and prior attainment</p>	<p>Internal data has been used to set targets and a copy of this information is held by school. This data has been used to support pupil progress across all year groups.</p>																																																																																																																																																																																																																																																																																																																																																																																							
<p>Priority 2 - To use the Catch-Up Premium to support those children who have fallen behind or have exhibited a decline in their thirst for learning or learning behaviours.</p> <p>(Catch-Up Premium funding)</p>	<p>a) Continue with NELI intervention for targeted children in yr 2, 1 and then, later, F2.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #e1eef6;">Bramcote Hills Primary School 2021–2022 NELI Language Screening Assessment Report</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6">F2 Cohort</th> </tr> <tr> <th colspan="2">Pre - Nel1 Assessment (59 pupils)</th> <th rowspan="2">ALERT</th> <th colspan="2">Post - Nel1 Assessment (59 Pupils)</th> <th rowspan="2"></th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>12%</td> <td style="background-color: #f4cccc;">Much Below Average</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>10</td> <td>17%</td> <td style="background-color: #fff2cc;">Below Average</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>34</td> <td>57%</td> <td style="background-color: #c8e6c9;">Average</td> <td>31</td> <td>53%</td> <td></td> </tr> <tr> <td>8</td> <td>14%</td> <td style="background-color: #d9ead3;">Above Average</td> <td>25</td> <td>42%</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td style="background-color: #d9ead3;">Much above Average</td> <td>3</td> <td>5%</td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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A traffic lists system is used: Green (Score of 90 or above) – indicates that a child's language skills are not a cause for concern Amber (Score between 82 & 89) – suggests that a child may benefit from support to develop their language skills Red (Score of 81 or below) suggests a child definitely needs support in developing their language skills </p> </div> <div data-bbox="422 1075 924 1106" data-label="Text"> <p>NTP tutoring delivered to support progress in Maths</p> </div> <div data-bbox="422 1122 1297 1888" data-label="Table"> <table border="1"> <thead> <tr> <th></th> <th>Gender</th> <th>Y2 Sum Maths SAT TA</th> <th>Y6 Spr Maths SATs Scaled Scores</th> <th>Y6 SATs Scaled Score July 2022</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Group 1</td> <td>Male</td> <td>No Data</td> <td>94</td> <td>105</td> <td>11</td> </tr> <tr> <td>Female</td> <td>WTS</td> <td>93</td> <td>94</td> <td>1</td> </tr> <tr> <td rowspan="3">Group 2</td> <td>Male</td> <td>WTS</td> <td>94</td> <td>99</td> <td>5</td> </tr> <tr> <td>Male</td> <td>EXS</td> <td>96</td> <td>106</td> <td>10</td> </tr> <tr> <td>Female</td> <td>EXS</td> <td>95</td> <td>97</td> <td>2</td> </tr> <tr> <td rowspan="3">Group 3</td> <td>Female</td> <td>EXS</td> <td>101</td> <td>103</td> <td>2</td> </tr> <tr> <td>Female</td> <td>EXS</td> <td>96</td> <td>104</td> <td>8</td> </tr> <tr> <td>Male</td> <td>WTS</td> <td>98</td> <td>105</td> <td>7</td> </tr> <tr> <td rowspan="3">Group 4</td> <td>Female</td> <td>WTS</td> <td>99</td> <td>107</td> <td>8</td> </tr> <tr> <td>Male</td> <td>WTS</td> <td>94</td> <td>97</td> <td>3</td> </tr> <tr> <td>Female</td> <td>EXS</td> <td>98</td> <td>102</td> <td>4</td> </tr> <tr> <td rowspan="3">Group 5</td> <td>Female</td> <td>EXS</td> <td>99</td> <td>107</td> <td>8</td> </tr> <tr> <td>Male</td> <td>No Data</td> <td>99</td> <td>103</td> <td>4</td> </tr> <tr> <td>Male</td> <td>EXS</td> <td>99</td> <td>102</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> <td>99</td> <td>105</td> <td>6</td> </tr> <tr> <td></td> <td></td> <td></td> <td>99</td> <td>116</td> <td>17</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100</td> <td>103.25</td> <td>99</td> </tr> </tbody> </table> </div> <div data-bbox="748 2098 794 2139" data-label="Page-Footer"> <p>12</p> </div>	F2 Cohort						Pre - Nel1 Assessment (59 pupils)		ALERT	Post - Nel1 Assessment (59 Pupils)			No.	%	No.	%	7	12%	Much Below Average	0	0		10	17%	Below Average	0	0		34	57%	Average	31	53%		8	14%	Above Average	25	42%		0	0	Much above Average	3	5%		F2 Cohort						Pre - Nel1 Assessment (11 Pupils)		ALERT	Post - Nel1 Assessment (11 Pupils)			No.	%	No.	%	7	64%	Much Below Average	0	0		4	36%	Below Average	0	0		0	0	Average	6	55%		0	0	Above Average	5	45%		0	0	Much above Average	0	0		Yr 1 Cohort (Began Nel1 in F2)						Pre - Nel1 Assessment (59 pupils)		ALERT	Post - Nel1 Assessment (57 Pupils)			No.	%	No.	%	4	7%	Much Below Average	3	5%		7	12%	Below Average	0	0		32	54%	Average	28	49%		12	20%	Above Average	15	26%		4	7%	Much above Average	11	19%		Yr 1 Cohort (Began Nel1 in F2)						Pre - Nel1 Assessment (11 Pupils)		ALERT	Post - Nel1 Assessment (11 Pupils)			No.	%	No.	%	3	27%	Much Below Average	2	18%		6	55%	Below Average	0	0		2	18%	Average	7	64%		0	0	Above Average	2	18%		0	0	Much above Average	0	0		Yr 2 Cohort (Began Nel1 in Y1)						Pre - Nel1 Assessment (60 Pupils)		ALERT	Post - Nel1 Assessment (60 Pupils)			No.	%	No.	%	3	5%	Much Below Average	0	0		8	13%	Below Average	2	3%		29	48%	Average	20	33%		15	25%	Above Average	18	30%		5	8%	Much above Average	20	33%		Yr 2 Cohort (Began Nel1 in Y1)						Pre - Nel1 Assessment (12 Pupils)		ALERT	Post - Nel1 Assessment (12 Pupils)			No.	%	No.	%	3	25%	Much Below Average	0	0		6	50%	Below Average	2	17%		3	25%	Average	7	58%		0	0	Above Average	3	25%		0	0	Much above Average	0	0			Gender	Y2 Sum Maths SAT TA	Y6 Spr Maths SATs Scaled Scores	Y6 SATs Scaled Score July 2022	Progress	Group 1	Male	No Data	94	105	11	Female	WTS	93	94	1	Group 2	Male	WTS	94	99	5	Male	EXS	96	106	10	Female	EXS	95	97	2	Group 3	Female	EXS	101	103	2	Female	EXS	96	104	8	Male	WTS	98	105	7	Group 4	Female	WTS	99	107	8	Male	WTS	94	97	3	Female	EXS	98	102	4	Group 5	Female	EXS	99	107	8	Male	No Data	99	103	4	Male	EXS	99	102	3				99	105	6				99	116	17				100	103.25	99
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	<p>Reignite children's thirst for learning and improve their learning behaviours by focussing on metacognitive skills, whole school praise at the start of assembly, implantation of SPARK, focus on positive learning routines and behaviours, 'talking' the love of reading and learning, focus on the purpose of learning and aspirations for the future</p> <p><i>'There is a well promoted love of reading and reading is given a high priority across the school' OFSTED October '22</i></p> <p><i>'Pupils are proud of their school. They describe lessons as 'fun and interesting'. Pupils of all ages respond diligently to teachers' high expectations. The atmosphere around school is happy, calm and productive.' OFSTED October '22</i></p> <p><i>'Leaders have recently completed their work to revise the school's curriculum in all subjects. Following a period of research and consultation, they have constructed an ambitious curriculum that sets out precisely what pupils should know, and when, as they journey through the school. Leaders have ensured that there is a consistent approach across all subjects. In reviewing the curriculum, leaders were also keen to ensure that it reflects the school's context and pupils' needs. To that end, they have specified aspects of the curriculum to be studied in more depth, according to pupils' interests and experiences.' OFSTED October '22</i></p> <p>Inspectors could not think of any way in which the school's curriculum plan could be improved</p>
<p>Priority 3 To ensure that the attainment of disadvantaged pupils is at least good and their rates of progress are at least good and in some areas accelerated (SEF Context 4, Qual of Ed 11, Lead & Man)</p>	<p>The teaching and learning policy and curriculum plan have been implemented. Staff meetings were held in Spring & Summer term which allowed staff to reflect and review curriculum depth maps. Focusing on the following key questions</p> <ul style="list-style-type: none"> • What is working well? • What has been challenging? • What would you change and why? • What (if anything) is missing? • Did you cover the key skills and knowledge (highlighted as green) in Greater Depth? (If not – why not?) <p>How do we recognise SPARK? Key Questions</p> <ol style="list-style-type: none"> 1. What does SPARK look like in books? 2. How do we demonstrate SPARK that is not recorded in books? 3. What would someone see in this school that they wouldn't see in another? 4. How do we get children engaged and make our curriculum stimulating? 5. How could we promote SPARK to parents? <p>There continues to be the focus on a 'So what' culture (So what are we going to do about it?) and a 'no excuse' culture. Staff are encouraged to ensure strategies for intervention are provided at the point of learning. Teachers have continued to lead pre/post teach. Interventions form part of quality first teaching rather than TA withdrawal</p> <p>There continues to be an emphasis of developing an effective 'Climate for Learning'. As a school, we continue to review our approach to developing metacognition and how we promote the 4 learning powers and the notion of 'Purpose' from our SPARK curriculum.</p> <p>As a school we have continued to explore and consider the ways we can ensure children retain crucial 'sticky knowledge' and the use of knowledge organisers to support this. Additionally, we have reviewed how we can make our curriculum stimulating and aspirational for ALL pupils and developed curriculum depth maps for all subjects.</p> <p>Fortnightly work scrutiny of sampled PP has been carried out by phase leaders, in order to look at best practice in developing aspirations of our PP pupils and ensuring high expectations of learning and work undertaken.</p>

Wider strategies for current academic year

The following strategies have been devised to offset the barriers to learning, described above

Priority 1

Attendance of the PP pupils will be at least in line with their peers.

BHPS Monthly Attendance report 2021-2022 (September to July)

Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence
Whole School	95.4%	4.1%	0.6%	33
FSM (28)	91.5%	6.4%	2.4%	15
PP (36)	92.2%	6.1%	2.0%	14
LAC/PLAC (4)	98.2%	1.8%	0	0

A small number of PP pupils are continuing to arrive late and on a regular basis.

Weekly attendance tracking and analysis was undertaken of pupils eligible for PP. A more detailed monthly analysis was also carried out. Any absence was followed up from the first morning. Traffic Light letters sent when attendance concerns were raised, which has been effective in highlighting concerns about attendance earlier with parents. Face-to-face meetings with parents/carers by Attendance Officer and Headteacher. Referrals have been made for more serious cases. There has also been an introduction of fining for holidays during term time.

Priority 2

To further enhance the provision for supporting children's emotional well-being (SEF Pers Dev 7)

Work with senior leaders so that we can provide more instant access for children who might need emotional support – An ELSA has been appointed and is currently in the process of accessing training.

Links have been made the MHST, however the experience of this service has been mixed. 6 families have made self-referrals, but the support received has mixed. Some families have received prompt intervention, others have faced a delay. In several cases private intervention has been sought.

Priority 3

There are no barriers to children attending enrichment and extra – curricular activities.

Our current provision of extra-curricular activity clubs includes the following. Below is an analysis of the patterns of pupil participation

Club	Boys	Girls	PP	SEND
Netball Club Y5/6	2	18	2	1
Year 5/6 Football	26	1	4	3
Girls Football Y5/6	0	24	2	2
Athletics Y5/6	13	12	4	4
Multi Skills Y3/4	21	10	6	2
French Club Y1-6	3	8	0	0
Spaghetti Maths KS2	10	10	1	1
Board Games Y3-6	26	14	7	3
Puzzles and Games Y1	12	10	0	1
Coding	12	3	1	1
Karate	15	7	14	9
Spaghetti Maths KS1	9	8	0	0
Spaghetti Maths KS2	10	10	1	1
Soccerstars Y1/2 Term 1	21	9	0	2
Soccerstars Y1/2 Term 2	27	3		
Soccerstars Y1/2 Term 3	28	2	1	0
Soccerstars Y1/2 Term 3	25	1		
Soccerstars Y1/2 Term 3	27	5	0	0
Cheerleading Y2	10	15	0	0
Bricks 4 Kidz	12	3	0	1
Arts and Crafts Y1	8	15	0	1
Cheerleading Y5/6	2	25	2	2
Football Y3/4	23	4	2	3
Tag Rugby Y5/6	14	8	2	1
Junior Journalists	2	6	1	0
Running Y3-6	20	8	4	0
Basketball Y5/6	16	6	2	2
Archery/Fencing Y3/4	30	9	4	4
Choir Y2-6	6	18	1	2
Cheerleading Y3/4	0	16	0	2
Clay Creators	13	7	1	2

Event	Boys	Girls	PP	SEND
Cross Country 1	16	14	4	2
Cross Country 2	12	13	2	3
High School Netball	3	6	2	1
Trent College Netball	2	7	0	0
U9 Football tournament	8	1	1	0
U11 Football tournament	9	1	0	1
Rounders	8	3	2	1
Boccia	6	0	3	6
Football Matches	7	10	1	2

In addition to the above, since these clubs have resumed, we have 10/31 children with SEND and 11/42 Pupil Premium (5 are F2) who have not attended an extra-curricular activity. The representation below demonstrates how many activities we now have in operation at the moment or before the end of this school year. Whilst it is still not quite as extensive as previous years, it is a positive indication of the amount of provision that is restarting.

Pupil Voice – Summer Term 2022 – Pupil Premium Pupil Wellbeing Survey Results

During the survey, 37/41 pupils eligible for pupil premium engaged with the activity, through the online form. There was also an opportunity for pupils to express: what they like most about school, what they like least about school, how we can make them feel safe in school and what they would like to change about school.

KS1 – 7 Pupils <i>In the table below each pupil is representative of 14%.</i>		Yes	No
3	I enjoy school	86%	14%
4	I feel safe in school	100%	0
5	I know what to do if I feel unhappy or unsafe	86%	14%
6	If you had a problem, would you be worried about telling a teacher?	86%	14%
7	If you were worried about something, is there a person in school who you could talk to about it?	100%	0
8	Teachers help me to do my best	100%	0
9	My teachers give me challenging work	100%	0
10	Teachers make sure that I understand things	100%	0
11	Teachers listen to me in lessons	86%	14%
12	I learn a lot in lessons	86%	14%
13	I have to work hard in lessons	100%	0
14	I work with Mrs Magner	0	100%
15	I enjoy the sessions with Mrs Magner and find them helpful	N/A	N/A
16	I work with Jack from BFTS	0	100%
17	I enjoy the sessions with Jack and find them helpful	N/A	N/A

KS2 – 30 Pupils <i>In the table below each pupil is representative of 3%.</i>		Yes	No	
3	I enjoy school	90%	10%	
4	I feel safe in school	93%	7%	
5	I know what to do or who to speak too, if I feel unhappy or unsafe	97%	3%	
6	If you had a problem, would you be worried about telling a teacher?	7%	93%	
7	If you were worried about something, is there a person in school who you could talk to about it?	97%	3%	
14	I work with Mrs Magner	67%	33%	
15	I enjoy the sessions with Mrs Magner and find them helpful	100%	0	
16	I work with Jack from BFTS	57%	43%	
17	I enjoy the sessions with Jack and find them helpful	100%	0	
		Always	Sometimes	Never
8	Teachers help me to do my best	57%	43%	0
9	My teachers give me challenging work	20%	80%	0
10	Teachers make sure that I understand things	97%	3%	0
11	Teachers listen to me in lessons	70%	27%	3%
12	I learn a lot in lessons	73%	7%	20%
13	I am expected to work hard	77%	20%	3%

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
Multi-systemic Therapy	Plant -a- Seed
Coaching and Mentoring	Brighter Futures Through Sport

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?	The Service Pupil Premium (SPP) was used to fund a place on the BFTS coaching and mentor programme for the 1 service pupil in school. <ul style="list-style-type: none">• This allowed the pupil to attend small group sessions with the coaching mentor.
What was the impact of that spending on service pupil premium eligible pupils?	The attended sessions provided the pupil with support and activities which develop the skills, confidence and help to raise the self-esteem of the individual child. Building resilience and relationships with their peers.