



Pupil premium strategy statement - Bramcote Hills Primary School 2023-2024

'Make the Future Better for All'

This statement details our school's use of pupil premium funding (and recovery premium) for the 2023 to 2024 academic year (although it is part of a 3 year plan until the academic year 2025 to 2026) 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 outcomes for disadvantaged pupils last academic year. At the time of publishing this strategy statement, all figures are correct.

School overview

Detail	Data
School name	Bramcote Hills Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	42 – 9.8%
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 2023
Date on which it will be reviewed	Interim (1) – June 2024 Interim (2) – Sept 2024 Final – November 2024
Statement authorised by	Mr Pete Taylor (Head)
Pupil premium lead	Mrs Kerry White (DHT)
Governor/Trustee Lead	Mr Ty Yousaf

PP Register

Total number of Pupil premium pupils	42 pupils
Free School Meals	34 Pupils
Post Looked After Care	5 Pupils
Ever 6	0
Service children	3 Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5, 800
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	£64,000

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

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

Challenge number	Detail of the key challenges to achievement that we have identified among our disadvantaged pupils <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: **£ 8,200**

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.</p> <p>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/eeef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	2, 4, 8
<p>CPD from Jason Wade:</p> <ul style="list-style-type: none"> - Rainbow Grammar - Sounds & Syllables <p>Embedding 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: £19,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring/intervention programme	<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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	5, 7
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>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>	1, 2, 3, 7

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

Budgeted cost: £ 36,517

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 2 days 	3, 8, 9
<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 and provide emotional and well being support on a 1:1 or small group basis. • 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>	3, 8, 9
<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>	3, 8, 9
<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>	3, 8, 9

Reduction in educational visit cost for all children to ensure all children have equal access to quality experiences	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. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	3, 8, 9
Equal access to breakfast and afterschool clubs for disadvantaged children and non-pupil premium children	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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3, 8, 9
Collaboration with the school Attendance Officer to reduce poor attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities 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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	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	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	9

Total budgeted cost: £63,901

Part B: Review of outcomes in the previous academic year

Review: last year's aims and outcomes

Strategy Review Academic Year 2022 – 2023

Disadvantaged pupil progress scores for last academic year

Measure	BHPS		Notts (FSM)
	ALL	FSM	
Reading	+2.2	-1.1	-0.7
Writing	+1.5	-1.2	-0.4
Maths	+4.0	+5.5	-0.5

Measure	Meeting expected standard @KS2	Achieving high standard @KS2
Reading	63% (5/8)	13% (1/8)
Writing	50% (4/8)	0% (0/8)
Maths	50% (4/8)	13% (1/8)
RWM (comb)	50% (4/8)	0% (0/8)
Figures based on 8 FSM pupils. Each pupil is worth 14%		

Disadvantaged pupil performance overview for last academic year

	Measure	BHPS		National		FSM	
		ALL	FSM	All	FSM	LA	District
EYFSP	GLD	68%	86% 7 Pupils	67.3%	52.2%	52.2%	49.7%
Y1	Phonics	93%	71% 7 Pupils	79%	66.8%	67.8%	69%
Y2	Phonics	97%	80% 5 Pupils	89%	81%	83%	83.5%
Y4	MTC % of full marks	26%	50% 8 Pupils	31%			
	MTC Average Score	21.4	20	20.4			

		Measure	Reading		Writing		Maths		RWM	
			EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
KS1	BHPS	All	69%	32%	66%	3%	80%	40%	60%	33%
		FSM (5 Pupils)	40%	0	40%	0	29%	0	2%	0
	National	All	68%	18%	60%	8%	70%	16%	56%	
		FSM	54%		44.6%		56%		40.4%	
	FSM	L.A.	54.5%		44.9%		57.4%		41.5%	
		District/Broxtowe	59.7%		47.9%		60.9%		45%	
KS2	BHPS	All	81%	39%	83%	17%	90%	47%	71%	10%
		FSM (8 Pupils)	63%	13%	50%	0	50%	13%	50%	0
	National	All	73%	29%	71%	13%	73%	25%	59%	8%
		FSM	60.3%		58.3%		59%		44.1%	
	FSM	L.A.	58.3%		57.1%		59.1%		42.3%	
		District/Broxtowe	63%		61.5%		62.7%		49.8%	

Pupil Premium Interim Review: July 2023

Priority Measure	Main findings/Impact/Next Steps																																																																						
<p>1. To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils</p> <p>2. To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.</p>	<table><tr><th colspan="7">Outcomes – Summer 2023</th></tr><tr><th rowspan="2"></th><th colspan="3">Meeting the expected standard at the end of KS2</th><th colspan="3">Achieving Greater Depth Standard at the end of KS2 (2022)</th></tr><tr><th>Subject</th><th>Target</th><th>July 2023</th><th>Subject</th><th>Target</th><th>July 2023</th></tr><tr><td rowspan="4">BHPS All Pupils</td><td>Reading</td><td>90%</td><td>81%</td><td>Reading</td><td>35%</td><td>39%</td></tr><tr><td>Writing</td><td>85%</td><td>83%</td><td>Writing</td><td>25%</td><td>17%</td></tr><tr><td>Maths</td><td>90%</td><td>90%</td><td>Maths</td><td>35%</td><td>47%</td></tr><tr><td>RWM</td><td>80%</td><td>71%</td><td>RWM</td><td>25%</td><td>10%</td></tr><tr><td rowspan="4">BHPS PP Pupils * 8 pupils</td><td>Reading</td><td>80%</td><td>63%</td><td>Reading</td><td>30%</td><td>13%</td></tr><tr><td>Writing</td><td>70%</td><td>50%</td><td>Writing</td><td>30%</td><td>0%</td></tr><tr><td>Maths</td><td>90%</td><td>50%</td><td>Maths</td><td>30%</td><td>13%</td></tr><tr><td>RWM</td><td>60%</td><td>50%</td><td>RWM</td><td>30%</td><td>0%</td></tr></table>	Outcomes – Summer 2023								Meeting the expected standard at the end of KS2			Achieving Greater Depth Standard at the end of KS2 (2022)			Subject	Target	July 2023	Subject	Target	July 2023	BHPS All Pupils	Reading	90%	81%	Reading	35%	39%	Writing	85%	83%	Writing	25%	17%	Maths	90%	90%	Maths	35%	47%	RWM	80%	71%	RWM	25%	10%	BHPS PP Pupils * 8 pupils	Reading	80%	63%	Reading	30%	13%	Writing	70%	50%	Writing	30%	0%	Maths	90%	50%	Maths	30%	13%	RWM	60%	50%	RWM	30%	0%
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Main Findings																																																																							
Measure/Cohort	Impact			Next Steps																																																																			
EYFS	<ul style="list-style-type: none">GLD above national averagePP GLD above national average for all other children			<ul style="list-style-type: none">GLD score significantly below previous yearsAlthough small cohort, SEND GLD well below attainment of all other children. Monitor progress of this group																																																																			
Phonics	<ul style="list-style-type: none">Yr 1 phonics score well above national figure, as per previous two years.Yr 2 phonics score very high			<ul style="list-style-type: none">Track non passers of Yr 2 recheck across year 3 and provide intervention. (2 children)																																																																			
KS1	<ul style="list-style-type: none">Attainment at the expected standard above national average in readingAttainment well above the national average in writing and mathematicsAttainment at GDS well above national average in reading and mathematicsYr 2 phonics score well above national average, as per previous years			<ul style="list-style-type: none">Writing at GDS below the national average. CPD for staff regarding GDS writing.Support for colleagues when moderating writingPP performed below LA counterparts. Rainbow Grammar subject leader support and team teaching for colleagues.Monitor progress of PP pupils in writing.Review DERIC/ERIC strategies and text being usedMonitor internal data for attainment and progress in reading of this cohort and current Y2																																																																			
Multiplication Tables Check (MTC) Y4	<ul style="list-style-type: none">Average MTC score above national averagePP at full marks above other children			<ul style="list-style-type: none">Reduce the number of children achieving a low score.Review interventions for these groups																																																																			
KS2	<ul style="list-style-type: none">Attainment at the expected level in reading, writing, mathematics GPS and RWM combined is well above national average.Attainment at a higher standard is above the national average in GDS writing and at a higher standard in RWM combined.Progress in writing is broadly in line with national rates and at the upper end of this bracket.Progress in mathematics and reading are significantly above national rates of progress			<ul style="list-style-type: none">Proportion of children achieving GDS in writing and subsequently higher standard in RWM combined is not in line with the pupils achieving a higher standard in reading, mathematics and GPS.Although progress in reading was +2.2 (and therefore very good) there were 38.2% of children who did not have a positive progress score. There were no trends related to this issue and so the school will need to monitor tracking of pupils in reading more carefully this year.																																																																			
Internal Data	<ul style="list-style-type: none">Attainment at the expected level in reading, and mathematics in all years is well above national average for end of KS2 measure.Attainment at a higher standard is well above the national average for end of KS2 measure in reading and mathematics			<ul style="list-style-type: none">Attainment at GDS in writing is below that achieved in reading and maths and below the national average for end of KS2 measure.School will be focussing on promoting writing at GDS and also reviewing assessment techniques																																																																			
<p>3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>During the year the school has begun to work with the MHST team. As part of the Whole School Approach, the Primary School Courses offer is open to all CAMHS Mental Health Support Team (MHST) Schools. The CAMHS Mental Health Support Team have several courses and workshops available that our clinicians can deliver, please use this booklet as the CAMHS MHST Primary Schools Courses Menu offer.</p> <p>Impact:</p> <ul style="list-style-type: none">Access to CPD for staff: Staff mental health Refresher and staff Wellbeing Training.Y6 supported through the delivery of a Y6 SATs workshop.The aim of the workshop is to explore worry, practical strategies to manage worry more effectively and to explore common issues around taking SATS. The pupils also received a transition workshop which supported them to deal with the change and transition from Y6 to Secondary.A parent’s evening stand at Parents EveningWellbeing workshop for parents delivered by MHST (19 parents attended)6 referrals made to the MHST team, as a result 4 pupils were provided with 1:1 intervention and their parents offered support sessions.Currently, 2 cases are still open to the MHST team. <p>Next Steps: Continue to work the MHST because this is an area of work which is ever evolving and will continue to be a priority for the school.</p>																																																																						

4. To improve the attendance of PP pupils, so that it is at least in line with their peers.

The data below is a summary of the current attendance figures for the previous academic year.

BHPS Attendance report 2022-2023 (September to July)					Attendance report 2022-2023 (September to July)			
Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence	Group	Absence	Persis- tent Ab- sence	Severe Absence
Whole School	96.4%	2.9%	2.4%	7.11%	Notts - All	7.1%	19.7%	1.9%
FSM (41)	92.5%	5%	2.5%	26.8%	Notts - FSM	11.1%	34.9%	3.8%
PP (49)	93.5%	4.4%	2.1%	22.5%	National - All	7.3%	21.5%	1.9%
LAC/PLAC (4)	98.7%	1.3%	0	0	National (FSM)	6.3%	17.7%	
Service (4)	98.8%	1.2%	0	0				

Main Findings

- Rates of attendance is a large focus area for the DfE and OfSTED nationally because, generally, figures have not yet returned to their pre-pandemic levels.
- We have experienced this to some extent but attendance at BHPS continues to be good.
- We continue to work hard to ensure that children in potentially vulnerable groups have rates of attendance that match their peers. Unfortunately, due to a number of individual circumstances the 95% target was not achieved last year.
- An initial target for our PP and FSM groups continues to be 95% as a baseline before reaching that of all other children.
- Whole school attendance was higher than that of Nottinghamshire
- Absences and persistent absence are lower than both Nottinghamshire and National figures.
- Persistent absence was also lower for our FSM and PP pupils as a whole against Nottinghamshire figures.
- It is noted that both BHPS and L.A. figures for persistent absences are higher than those recorded nationally.

Additional points to be noted:

- Attendance of FSM and PP children is being tracked on a weekly basis and other groups as part of the Monthly Attendance Reports.
- We liaise closely with both the Attendance Officer at Bramcote College and the Attendance Enforcement Team to access their expert knowledge and provide transition information.
- Our office team continue to work ensuring data is recorded accurately, generating reports and chasing absences.

How the School Works to Ensure the Best Possible Attendance and Outcomes for All Pupils

- The Attendance Officer, Head Teacher and Deputy Head meet on a fortnightly basis to ensure that attendance is tracked carefully, and swift action taken to tackle poor attendance. The HT keeps minutes of these meetings to track progress of individual children causing concern.
- Traffic Light and 'Late' letters are sent to alert parents early of attendance concerns.
- The Head Teacher and Attendance Officer meet directly with families and make numerous telephone calls to discuss attendance concerns.
- The PP Lead and Home Liaison Worker work closely with more vulnerable families to promote attendance.
- Places for 5 children, who were deemed as vulnerable were made available at Breakfast Club to improve attendance and punctuality.
- 'Plant a Seed' engages with a number of families to promote school attendance.

Next Steps

- To continue to work on raising the attendance of some of our PP pupils by improving lateness.

To continue to make parents aware of our policy of not authorising holidays in term time and that repeated holidays may result in a fixed penalty notice or prosecution.
- To improve punctuality and make sure that lateness is addressed swiftly.

5. To ensure that there are no barriers to children attending enrichment and extra – curricular activities.

Impact:

- Engagement and attendance are monitored for the participation of PP pupils within enrichment opportunities, residential and extra-curricular activities.
- Pupils not attending extra-curricular activities are targeted and places offered.
- Further PE intervention is provided in school by Mr Mace, a sports coach for those not able to attend a club after school

Foundation and Key Stage 1

Year	PP Pupils	Enrichment Opportunities	Extra – Curricular places accepted	Clubs attended	Residential visits
F2	7	Forest Schools White Post Farm (Internal) Mini-beast Hunt	4 (57%)	Dance Club Soccerstars	N/A
Y1	7	Nottingham Playhouse Village Walk White Post Farm	4 (57%)	Arts & Crafts Basketball Cheerleading Clay Creators Karate Soccerstars	N/A
Y2	5	Sudbury Hall Trowell Garden Centre Yorkshire Wildlife Park	3 (60%)	Basketball Cheerleading Soccerstars	Big Sleep Over 5 pupils attended (100%)

Key Stage 2

Year	PP Pupils	Enrichment Opportunities	Extra – Curricular places accepted	Clubs attended	Residential visits
Y3	4	Cresswell Craggs Bramcote Park & Picnic History Museum	4 (100%)	Board Games Spaghetti Maths Choir Archery/Fencing Running	Castleton 4 pupils attended (100%)
Y4	8	Egyptian Museum Viking Day @ BHPS	7	Archery and Fencing Board games Football Chess Choir Cricket Football Multi skills Rock Steady (Bursary Place) Running Spaghetti Maths Sportshall Athletics U9 Football Festival	York 8 pupils attended (100%)
Y5	9	INSECT Eating VR Event Carol Concert @ St. Michael's Church Science Enrichment @ Nottingham University Hike to Hemlock Go Ape	9 (100%)	Art Club Board Games Cricket Football Glow fit Junior Journalists Karate Netball Club Rounders	Walesby 7 pupils attended (78%)
Y6	8	VR EVENT Light Night Bletchley Park WWII Cooking @ Bramcote College End of Year Production		Art Club Basketball Chess Choir Cricket Dodgeball Football Handball Karate Netball Rounders Rowing Competition Sportshall Athletics	Wales 7 pupils attended (88%)

Next Steps

- Continue to monitor the provision for PP pupils.
- Continue to target those PP pupils not engaging in extra-curricular opportunities, particularly pupils in F2 and KS1.
- Ensure all pupils and parents are aware of the funding available to support the cost of residential visits, making sure that this is not a barrier to their attendance of residential visits.

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

Activity	Challenge number(s) addressed	Evidence of Impact															
Brighter Futures Through Sport Development & Mentoring Programme	3, 8, 9	<p>Brighter Futures Through Sport (BFTS) have continued to work with the pupils throughout the year.</p> <p>Impact:</p> <ul style="list-style-type: none"> Targeted intervention for 27/49 of our PP children. 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. <p>Jack has undertaken 2 case study profiles for pupils reaching the end of KS2. Both have been overwhelmingly positive in the progress the individuals have made.</p> <p>Case Study 1: I have seen a momentous change in this pupil, they have engaged more in the classroom, not having to spend time out and are more focused when it comes to them getting on with their work. Throughout the whole of year 6 there were no incidents The staff had mentioned that the pupil had been so engaging, showing a great sense of humour and now able to communicate with staff and with their peers. The confidence shown by the pupil was highlighted in the year 6 production, where they had a role and joined in with the singing - which we would not have seen in the years before. Along with the staff, I am so proud of how far they have come.</p> <p>Case Study 2: Self - Esteem – The pupil has made great strides in being the best person they can be. They pushed themselves and kept their head down to achieve the results that they wanted to in their SATs.</p> <p>Confidence – They demonstrated great confidence in standing up in front of year 6 parents at the leaver's assembly and reading out a poem that they had written themselves. We would never have seen this side of the pupils without all the challenging work they have put in. I am immensely proud of them.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Continue to work with BFTS in supporting pupils to engage, inspire, raise self-esteem and build confidence 															
Home Liaison Support Worker – Part time	3, 8, 9	<p>Our Home Liaison Support Worker has continued to have a significant impact on the pupils and families she supports.</p> <p>Impact:</p> <ul style="list-style-type: none"> Supported a total of 23 pupils, 21 of whom are in receipt of pupil premium funding. 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. Intervention is centered around individual pupil targets, which are reviewed termly. Chronology documents highlight small step successes such as building the confidence of a pupil who finds communicating with others a challenge. Analysis of progress shows the following: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Progress</th><th>No. of pupils</th><th>% of pupils</th></tr> </thead> <tbody> <tr> <td>No comparable data</td><td>0</td><td>0</td></tr> <tr> <td>Below Exp Progress</td><td>2</td><td>9%</td></tr> <tr> <td>Expected Progress</td><td>6</td><td>26%</td></tr> <tr> <td>Accelerated Progress</td><td>15</td><td>65%</td></tr> </tbody> </table> <p>Next Steps:</p> <ul style="list-style-type: none"> HLW to support in the monitoring of attendance and engagement of parents for a small number of pupils who continue to find punctuality a challenge. 	Progress	No. of pupils	% of pupils	No comparable data	0	0	Below Exp Progress	2	9%	Expected Progress	6	26%	Accelerated Progress	15	65%
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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).	3, 8, 9	<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.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3">12 families have been identified as potentially benefiting from the support of PAS.</td></tr> <tr> <td>Initial Concern</td><td>0</td><td></td></tr> <tr> <td>Open cases – currently inactive = 3</td><td>3</td><td>These families remain open to PAS, but currently not requiring the support of PAS services</td></tr> <tr> <td>Open cases</td><td>7</td><td>These families are currently active cases, receiving ongoing support both in and out of school.</td></tr> <tr> <td>Previously open cases – now re-engaged</td><td>2</td><td>These families have recently re-engaged with PAS team</td></tr> </table> <p>Impact</p> <ul style="list-style-type: none"> Improved attendance for some pupils. Improved behaviour of pupils. Mental health and wellbeing for individual pupils and provided strategies to help support pupils both in school and out of school Improved relationships within the family and support for pupils in managing their emotions. <p>Next Steps</p> <ul style="list-style-type: none"> Continue to work with PAS in supporting families to provide early help to families and ensure pupils are supported in building strong relationships both in and out of school. 	12 families have been identified as potentially benefiting from the support of PAS.			Initial Concern	0		Open cases – currently inactive = 3	3	These families remain open to PAS, but currently not requiring the support of PAS services	Open cases	7	These families are currently active cases, receiving ongoing support both in and out of school.	Previously open cases – now re-engaged	2	These families have recently re-engaged with PAS team
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