

## 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%<br>7 Pupils | 67.3%    | 52.2% | 52.2% | 49.7%    |
| Y1    | Phonics             | 93%  | 71%<br>7 Pupils | 79%      | 66.8% | 67.8% | 69%      |
| Y2    | Phonics             | 97%  | 80%<br>5 Pupils | 89%      | 81%   | 83%   | 83.5%    |
| Y4    | MTC % of full marks | 26%  | 50%<br>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  |   |        |  |  |        |           |
| 1. To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils<br><br>2. To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils. | 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<br>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<br>PP Pupils<br>* 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%        |
|   | Main Findings  |   |        |  |  |        |           |
|   | Measure/Cohort   | Impact  |        |  | Next Steps   |        |           |
|   | EYFS   | • GLD above national average<br>• PP GLD above national average for all other children  |        |  | • GLD score significantly below previous years<br>• Although small cohort, SEND GLD well below attainment of all other children. Monitor progress of this group  |        |           |
|   | Phonics  | • Yr 1 phonics score well above national figure, as per previous two years.<br>• Yr 2 phonics score very high   |        |  | • Track non passers of Yr 2 recheck across year 3 and provide intervention. (2 children)   |        |           |
|   | KS1  | • Attainment at the expected standard above national average in reading<br>• Attainment well above the national average in writing and mathematics<br>• Attainment at GDS well above national average in reading and mathematics<br>• Yr 2 phonics score well above national average, as per previous years |        |  | • Writing at GDS below the national average. CPD for staff regarding GDS writing.<br>• Support for colleagues when moderating writing<br>• PP performed below LA counterparts. Rainbow Grammar subject leader support and team teaching for colleagues.<br>• Monitor progress of PP pupils in writing.<br>• Review DERIC/ERIC strategies and text being used<br>• Monitor internal data for attainment and progress in reading of this cohort and current Y2 |        |           |
|   | Multiplication Tables Check (MTC) Y4   | • Average MTC score above national average<br>• PP at full marks above other children   |        |  | • Reduce the number of children achieving a low score.<br>• Review interventions for these groups  |        |           |
| KS2   | • Attainment at the expected level in reading, writing, mathematics GPS and RWM combined is well above national average.<br>• Attainment at a higher standard is above the national average in GDS writing and at a higher standard in RWM combined.<br>• Progress in writing is broadly in line with national rates and at the upper end of this bracket.<br>• Progress in mathematics and reading are significantly above national rates of progress   |   |        | • 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.<br>• 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   | • Attainment at the expected level in reading, and mathematics in all years is well above national average for end of KS2 measure.<br>• Attainment at a higher standard is well above the national average for end of KS2 measure in reading and mathematics   |   |        | • Attainment at GDS in writing is below that achieved in reading and maths and below the national average for end of KS2 measure.<br>• School will be focussing on promoting writing at GDS and also reviewing assessment techniques   |  |        |           |
| 3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.   | 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.<br><br>Impact: <ul style="list-style-type: none"><li>• Access to CPD for staff: Staff mental health Refresher and staff Wellbeing Training.</li><li>• Y6 supported through the delivery of a Y6 SATs workshop.</li><li>• 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.</li><li>• A parent’s evening stand at Parents Evening</li><li>• Wellbeing workshop for parents delivered by MHST (19 parents attended)</li><li>• 6 referrals made to the MHST team, as a result 4 pupils were provided with 1:1 intervention and their parents offered support sessions.</li><li>• Currently, 2 cases are still open to the MHST team.</li></ul><br>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. |   |        |  |  |        |           |

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

BHPS Attendance report 2022-2023 (September to July)

| Group        | Percentage Attendance | Authorised Absence | Unauthorised Absence | Persistent Absence |
|--------------|-----------------------|--------------------|----------------------|--------------------|
| Whole School | 96.4%                 | 2.9%               | 2.4%                 | 7.11%              |
| FSM (41)     | 92.5%                 | 5%                 | 2.5%                 | 26.8%              |
| PP (49)      | 93.5%                 | 4.4%               | 2.1%                 | 22.5%              |
| LAC/PLAC (4) | 98.7%                 | 1.3%               | 0                    | 0                  |
| Service (4)  | 98.8%                 | 1.2%               | 0                    | 0                  |

Attendance report 2022-2023 (September to July)

| Group          | Absence | Persistent Absence | Severe Absence |
|----------------|---------|--------------------|----------------|
| Notts - All    | 7.1%    | 19.7%              | 1.9%           |
| Notts - FSM    | 11.1%   | 34.9%              | 3.8%           |
| National - All | 7.3%    | 21.5%              | 1.9%           |
| National (FSM) | 6.3%    | 17.7%              |                |

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<br>White Post Farm (Internal)<br>Mini-beast Hunt  | 4<br>(57%)                         | Dance Club<br>Soccerstars   | N/A   |
| Y1   | 7         | Nottingham Playhouse<br>Village Walk<br>White Post Farm          | 4<br>(57%)                         | Arts & Crafts<br>Basketball<br>Cheerleading<br>Clay Creators<br>Karate<br>Soccerstars | N/A   |
| Y2   | 5         | Sudbury Hall<br>Trowell Garden Centre<br>Yorkshire Wildlife Park | 3<br>(60%)                         | Basketball<br>Cheerleading<br>Soccerstars   | Big Sleep Over<br>5 pupils attended<br>(100%) |

## Key Stage 2

| Year | PP Pupils | Enrichment Opportunities   | Extra – Curricular places accepted | Clubs attended  | Residential visits                       |
|------|-----------|--|------------------------------------|---|--|
| Y3   | 4         | Cresswell Craggs<br>Bramcote Park & Picnic<br>History Museum   | 4<br>(100%)                        | Board Games<br>Spaghetti Maths<br>Choir<br>Archery/Fencing<br>Running   | Castleton<br>4 pupils attended<br>(100%) |
| Y4   | 8         | Egyptian Museum<br>Viking Day @ BHPS   | 7                                  | Archery and Fencing<br>Board games Football<br>Chess<br>Choir<br>Cricket<br>Football<br>Multi skills<br>Rock Steady (Bursary Place)<br>Running<br>Spaghetti Maths<br>Sportshall Athletics<br>U9 Football Festival | York<br>8 pupils attended<br>(100%)      |
| Y5   | 9         | INSECT Eating<br>VR Event<br>Carol Concert<br>@ St. Michael's Church<br>Science Enrichment<br>@ Nottingham University<br>Hike to Hemlock<br>Go Ape | 9<br>(100%)                        | Art Club<br>Board Games<br>Cricket<br>Football<br>Glow fit<br>Junior Journalists<br>Karate<br>Netball Club<br>Rounders  | Walesby<br>7 pupils attended<br>(78%)    |
| Y6   | 8         | VR EVENT<br>Light Night<br>Bletchley Park<br>WWII Cooking @ Bramcote<br>College<br>End of Year Production  |                                    | Art Club<br>Basketball<br>Chess<br>Choir<br>Cricket<br>Dodgeball<br>Football<br>Handball<br>Karate<br>Netball<br>Rounders<br>Rowing Competition<br>Sportshall Athletics   | Wales<br>7 pupils attended<br>(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><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Targeted intervention for 27/49 of our PP children.</li> <li>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.</li> <li>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.</li> </ul> <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><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Continue to work with BFTS in supporting pupils to engage, inspire, raise self-esteem and build confidence</li> </ul> |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| 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><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Supported a total of 23 pupils, 21 of whom are in receipt of pupil premium funding.</li> <li>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.</li> <li>Intervention is centered around individual pupil targets, which are reviewed termly.</li> <li>Chronology documents highlight small step successes such as building the confidence of a pupil who finds communicating with others a challenge.</li> <li>Analysis of progress shows the following:</li> </ul> <table border="1"> <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><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>  | Progress  | No. of pupils | % of pupils | No comparable data | 0 | 0 | Below Exp Progress                  | 2 | 9%   | Expected Progress | 6 | 26%   | Accelerated Progress                   | 15 | 65%   |
| Progress  | No. of pupils                 | % of pupils   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| No comparable data  | 0                             | 0   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| Below Exp Progress  | 2                             | 9%  |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| Expected Progress   | 6                             | 26%   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| Accelerated Progress  | 15                            | 65%   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| 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"> <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 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><b>Impact</b></p> <ul style="list-style-type: none"> <li>Improved attendance for some pupils.</li> <li>Improved behaviour of pupils.</li> <li>Mental health and wellbeing for individual pupils and provided strategies to help support pupils both in school and out of school</li> <li>Improved relationships within the family and support for pupils in managing their emotions.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>  | 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 out of school. | Previously open cases – now re-engaged | 2  | These families have recently re-engaged with PAS team |
| 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 out of school.   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |
| Previously open cases – now re-engaged  | 2                             | These families have recently re-engaged with PAS team   |   |               |             |                    |   |   |                                     |   |  |                   |   |   |  |    |   |