



Pupil premium strategy statement - Bramcote Hills Primary School 2024-2025

'Make the Future Better for All'

This statement details our school's use of pupil premium funding (and recovery premium) for the 2024 to 2025 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	414
Proportion (%) of pupil premium eligible pupils	10%
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 2025 Interim (2) – Sept 2025 Final – November 2025
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	43 pupils
Free School Meals	33 Pupils
Child Looked After	1 Pupil
Post Looked After Care	4 Pupils
Ever 6	0
Service children	4 Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	£0
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	£54,760

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 out disadvantaged pupils

Challenge number	Detail of the key challenges to achievement that we have identified among our disadvantaged <i>How does soci-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	In the last academic year, the attendance of PP pupils was 95%. Although this was below the non-PP attendance, it represented the highest increase in PP attendance for a number of years. A small minority of PP pupils regularly arrive just after 9.00 and consequently lose their mark for the morning session. The Attendance Team are monitoring this closely and home visits are carried out if there are concerns.

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 reading • Embed 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 • Sounds and syllables teaching is used to support the teaching of spelling. • Monster Phonics is used in KS1 • 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 Champion. Referral for more serious cases. Continuing of fining for holidays during term time • Home liaison worker to work alongside SLT to further improve the attendance of PP pupils and their punctuality.
<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. • Financial cost must not be a barrier to PP pupils attending educational and residential visits. PP lead to work with parents to offer subsidised costs and adapt arrangements where necessary to ensure that ALL pupils are able to attend.

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: £ 8,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	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). 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). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 4, 5, 7
Purchase of standardised diagnostic assessments (NFER) Training for staff to ensure assessments are interpreted and administered correctly.	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 https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback https://educationendowmentfoundation.org.uk/news/eeef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 4, 8
CPD for the development of reading to ensure reading fluency is improved and comprehension is developed Embedding of Monster Phonics @KS1	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies are high impact on average (+6 months). 1 6 Alongside phonics it is a crucial component of early reading instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4, 5, 6, 7

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

Budgeted cost: £25182

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 setting and the most effective strategies are being implemented. <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: £ 21,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>BFTS Development & Mentoring Programme</p> <p>Sessions run on Monday & Tuesday £9550</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 in small groups. • Coaching and mentoring for 25 pupils over 2 days, with different mentors on different days 	3, 8, 9
<p>Home Liaison Support Worker – Part time</p> <p>5 mornings per week 8:30 – 12:30 £11433</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 emotional well-being, supporting 1:1 or small group basis. • 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>Pupil Premium Lead to attend 3 Pupil Premium network events throughout the year £265</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
<p>Reduction in educational visit cost for all children to ensure all children have equal access to quality experiences</p>	<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
<p>Equal access to breakfast and afterschool clubs for disadvantaged children and non-pupil premium children</p>	<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
<p>Collaboration with the school Attendance Champion to reduce poor attendance</p>	<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</p>	9

	<p>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>	
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Total budgeted cost: £54632

Part B: Review of outcomes in the previous academic year

Review: last year's aims and outcomes

Strategy Review Academic Year 2023-2024

Disadvantaged pupil attainment scores (End of KS2) for last academic year

There are no progress scores available this year as this cohort did not take part in year 2 SATs due to Covid.

KS2 Pupil Performance (all pupils) 2023-2024		
Measure	EXS	GDS
Reading	81%	39%
Writing	83%	17%
Maths	90%	47%
RWM (combi)	71%	10%
*Figures based on 59 pupils		

KS2 Disadvantaged Pupil Performance 2023-2024		
Measure	EXS	GDS
Reading	63% (5/8)	13% (1/8)
Writing	50% (4/8)	0% (0/8)
Maths	50% (4/8)	13% (1/8)
RWM (combi)	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	84%	0	67.7%	52.1%	67.7%	48.2%
Y1	Phonics	93%	88% (7/8)	80%	68.4%	66.4%	57%
Y2	Phonics	97%	83% (5/6)	91%	No Data	82.9%	81.1%
Y4	MTC % Full marks	48%	80% (4/5)	35%	No comparable data		
	Average Score	22.5	24.8	20.7	No comparable data		

		Measure	Reading		Writing		Maths		GPS		RWM	
			EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
KS1	BHPS	All (60 Pupils)	73%	28%	76%	13%	85%	28%	No GPS assessments in KS1		67%	7%
		FSM (6 Pupils)	50%	17%	50%	33%	67%	50%			50%	17%
	NAT	All	71%	19%	63%	9%	72%	17%				
	FSM	Nottinghamshire	73%	21%	65%	9%	74%	18%				
KS2	BHPS	All (59 Pupils)	90%	58%	83%	20%	86%	47%	92%	56%	78%	15%
		FSM (8 Pupils)	89%	22%	56%	0	67%	11%	78%	11%	56%	0
	NAT	All	74%	28%	72%	13%	73%	24%	72%	32%	61%	8%
		FSM	63%	No comparable data	59%	No comparable data	59%	No comparable data	No comparable data	No comparable data	46%	No comparable data
	FSM	Nottinghamshire	60%		57%		59%				44%	
		District/Broxtowe	66%		61%		59%				47%	

	Average Scaled Scores	BHPS		National		FSM	
		All (59)	FSM (8)	All	FSM	L.A.	Broxtowe
KS2	Reading	110	105	105	No comparable data	No comparable data	
	Maths	108	103	104			
	GPS	110	104	105			

Pupil Premium Interim Review: July 2024

Priority Measure

1. To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils

2. To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.

Main findings/Impact/Next Steps

Outcomes – Summer 2024								
	Meeting the expected standard at the end of KS2				Achieving Greater Depth Standard at the end of KS2 (2024)			
	Subject	Target	July 2024	Achieved?	Subject	Target	July 2024	Achieved?
BHPS All Pupils	Reading	90%	90%	✓ met	Reading	40%	58%	✓ exceeded
	Writing	80%	83%	✓ exceeded	Writing	20%	20%	✓ met
	Maths	90%	86%	X Just below	Maths	50%	47%	X Just below
	GPS	90%	92%	✓ exceeded	GPS	55%	56%	✓ exceeded
	RWM	80%	78%	X Just below	RWM	20%	15%	X Just below
BHPS PP Pupils (9) (8 pupils - FSM)	Reading	90%	89%	X Just below	Reading	33%	22%	X not met
	Writing	67%	56%	X not met	Writing	11%	0	X not met
	Maths	78%	67%	X not met	Maths	33%	11%	X not met
	GPS	67%	78%	✓ exceeded	GPS	11%	11%	✓ met
	RWM	67%	56%	X not met	RWM	33%	0	X not met

Main Findings

	Impact	Next Steps
EYFS	Early years Foundation Stage end of year outcomes for pupils shows that 84% of pupils achieved a good level of development. In this cohort, no pupils were recorded as being PP. 1 pupil is PLAC. They were not recorded as GLD due to difficulties self-regulating. GLD in F2 is well above National, Nottinghamshire and Broxtowe figures.	<ul style="list-style-type: none"> • ½ termly monitoring of PP and SEND children. EYFS lead to identify PP pupils potential PP children in EYFS earlier and to take particular note of siblings. • Prevent PP and SEND gap from starting in EYFS, ensuring departmental lead in KS1 is aware of any challenges as pupils move into Y1. • Targeted support for pupils new to Y1 for pre and post phonics interventions.
Phonics	<p>Attainment is well above the national figure and not significantly different for PP</p> <p>Year 1 phonics end of year outcomes for pupil premium children show 88% of them reached the expected standard (7/8 children). This shows good progress towards the desired outcomes. This was above Notts, Broxtowe PP outcomes & well above National outcomes. The phonics scheme (Monster Phonics) has had a good impact upon outcomes for all children and monitoring across school demonstrates a consistency of approach, good pupil engagement and positive progress for all pupils. Some of the PP children who did not reach the expected standard are also SEND and have a bespoke timetable for part of their day supporting phonics and early writing.</p> <p>Year 2 phonics end of year outcomes for PP children show that 83% of them have reached the expected standard (5/6), which is above both Nottinghamshire and Broxtowe. The limiting factor for the child not reaching the expected standard is due to a delay in speech and language development.</p>	<ul style="list-style-type: none"> • PP child who did not reach the expected standard in Y1 phonics is now in Y2 and has been targeted for further phonics interventions. They made huge progress last year, missing the pass score by just 3 marks. • PP child who did not reach the expected standard in Y2 phonics is now in Y3 and has been targeted for further phonics interventions.
KS1	<p>Although they are no longer statutory, assessments were undertaken at the end of KS1. In all subject, more pupils at BHPS achieved the expected standard in reading, writing, maths and combined than the percentage figure achieved nationally and within Nottinghamshire. At the greater depth standard, the figure was significantly higher than national average and in the local authority.</p> <p>Due to the small number of pupils (6 pupils in total), the dataset for PP pupils is small. Half of these pupils achieved the expected standard in reading, writing and combined. However, two thirds of the pupils achieved the expected standard in maths, meaning that they were more in line with the figures nationally and for the local authority. Greater depth figures were in line with national and Nottinghamshire for Reading. However, the percentage of pupils achieving the greater depth standard in writing and Maths was significantly higher than the figures nationally and in Nottinghamshire.</p>	<ul style="list-style-type: none"> • PP pupils not meeting the expected standard in Y2 to be monitored and targeted for further intervention in Y3 • Consider additional support for SEN pupil to ensure the gap doesn't widen further in KS2
Multiplication Tables Check (MTC) Y4	A higher percentage of FSM pupils (80%) achieved full marks in the MTC, with 48% of all pupils achieving it. Both figures were significantly above the national figure of 35%. FSM average score was 24.8, which was higher than all pupils @22.5 and the national average of 20.7.	<ul style="list-style-type: none"> • Ensure robust target setting for pupils, particularly for those pupils with SEND • Ensure that the work to achieve these marks in Y4 continues into Y5 to maintain fluency of times tables and recall of these.

	KS2	<p>Outcomes</p> <ul style="list-style-type: none"> • Attainment in reading at exp+ at the end of KS2 is outstanding, ranking 11th for exp+ and 3rd at high standard in Notts. • All groups of learners in reading performed above county levels except for SEND • Attainment at exp+ at the end of KS2 is good, ranking 44th for exp+ and 51st at high standard in Notts. • All groups of learners performed above local authority levels • Writing results over last three years represent a gradual upward trend • Attainment in maths at exp+ at the end of KS2 is outstanding, ranking 39th for exp+ and 10th at high standard in Notts. • All groups of learners in maths performed above local authority levels • Attainment in GPS at exp+ at the end of KS2 is outstanding, ranking 11th for exp+ and 10th at high standard in Notts. • All groups of learners in GPS performed above county levels, including SEND • GPS results at end of KS2 over last three years represent an upward trend <p>FSM pupils (of which there were 8)</p> <ul style="list-style-type: none"> • Attainment in reading exp+ for FSM pupils was in line with all pupils at 89%. This figure was significantly above all pupils and FSM pupils nationally, in Nottinghamshire and in Broxtowe. • Attainment in reading GDS was below all pupils at BHPS with a figure of 22% and only fractionally below the national all pupils figure of 28%. There is no comparable for FSM pupils achieving GDS Nationally, in Nottinghamshire or Broxtowe. • Average scaled scores for all pupils at BHPS was significantly higher than that achieved nationally. For FSM pupils, the figure was in line with that achieved nationally. <ul style="list-style-type: none"> • Attainment in writing exp+ was below that achieved by all pupils at BHPS. The figure of 56% was however in line with national and local authority figures. It was slightly below the 61% of pupils in Broxtowe. There is no comparable data for GDS. None of the 8 pupils achieved the GDS standard for writing. <ul style="list-style-type: none"> • Attainment in Maths exp+ was below the 'all pupils' figure of 86%. However, the results of 67% was slightly below the 'all pupils' national figure of 73%. It is significantly higher than the FSM pupils' figure of 59% achieved nationally, locally and in Broxtowe. 11% of FSM pupils achieved the GDS, this was below the 'all pupils' figure of 47% and the 'all pupils' national figure of 24%. There is no comparable data for FSM pupils achieving GDS Nationally, in Nottinghamshire or Broxtowe. • Average scaled scores for 'all pupils' at BHPS was significantly higher than that achieved nationally. For FSM pupils, the figure was in line with that achieved nationally. <ul style="list-style-type: none"> • Attainment in GPS exp+ was below the 'all pupils' figure of 92%. However, the results of 78% was above the 'all pupils' national figure of 72%. At GDS, FSM pupils achieved a figure which was below that achieved by 'all pupils' at BHPS and 'all pupils' nationally. There is no comparable data for FSM pupils achieving GDS Nationally, in Nottinghamshire or Broxtowe. • Average scaled scores for 'all pupils' at BHPS was significantly higher than that achieved nationally. For FSM pupils, the figure was in line with that achieved nationally. <ul style="list-style-type: none"> • Attainment in RWM combined exp+ was below the 'all pupils' figure of 78%. However, the results of 56% was only slightly below the 'all pupils' national figure of 61%. It is significantly higher than the FSM pupils' figure of 46% achieved nationally, 44% locally and 47% in Broxtowe. • None of the FSM pupils achieved the GDS. Only 8% of 'all pupils' nationally achieved a combined GDS score. There is no comparable data for FSM pupils achieving GDS Nationally, in Nottinghamshire or Broxtowe. 	<ul style="list-style-type: none"> • Performance of SEND in reading and maths at end of KS2 <ul style="list-style-type: none"> • PP reading at a GDS needs to be an area of focus so that the higher standard is met by the end of KS2 <ul style="list-style-type: none"> • PP writing at KS2 exp+ is below other pupils and below at higher standard although cohort size is small <ul style="list-style-type: none"> • PP maths at a high standard is below other pupils <ul style="list-style-type: none"> • Prevent PP and SEND gap from starting in EYFS
	Internal Data	<ul style="list-style-type: none"> • Reading at exp+ across the whole school is at least good with inconsistent data for Y3. • Reading at exp+ for all groups is at least good in all years except for some pupils who have English as an Additional Language (Y4) • Writing results over last three years represent a gradual upward trend • Writing at exp+ across the whole school is good, with the exception of Y3 (although improved attainment since Feb) • Writing in for EAL in Y3 & Y4 current is below expected. • Maths at exp+ and at a higher standard is generally good across the school 	<ul style="list-style-type: none"> • PP monthly work scrutinises to focus mainly on writing • ½ termly monitoring of PP and SEND children and potential PP children in EYFS

3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>During the year the school has continued 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.• Y6 pupils 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 Evening• 6 referrals made to the MHST team, as a result 6pupils were provided with 1:1 intervention and their parents offered support sessions.• Currently, 4 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.	<p>The data below is a summary of the current attendance figures for the previous academic year.</p> <table><tr><th colspan="5">BHPS Attendance report 2023-2024</th><th colspan="4">Attendance report 2023-2024</th></tr><tr><th>Group</th><th>Percentage Attendance</th><th>Authorised Absence</th><th>Unauthorised Absence</th><th>Persistent Absence</th><th>Group</th><th>Absence</th><th>Persistent Absence</th><th>Severe Absence</th></tr><tr><td>Whole School (428)</td><td>96.6%</td><td>2.8%</td><td>0.6%</td><td>6.1%</td><td>Notts - All</td><td>6.9%</td><td>18.4%</td><td>2.1%</td></tr><tr><td>FSM (39)</td><td>94.4%</td><td>3.9%</td><td>1.7%</td><td>20.5%</td><td>Notts - FSM</td><td>11.1%</td><td>34.0%</td><td>4.2%</td></tr><tr><td>PP (47)</td><td>95.0%</td><td>3.6%</td><td>1.4%</td><td>17%</td><td>National - All</td><td>6.8%</td><td>19.3%</td><td>2.0%</td></tr><tr><td>LAC/PLAC (6)</td><td>98.3%</td><td>1.6%</td><td>0.1%</td><td>0</td><td>National (FSM)</td><td></td><td></td><td></td></tr><tr><td>Service (3)</td><td>94.8%</td><td>5.2%</td><td>0</td><td>0</td><td></td><td></td><td></td><td></td></tr></table> <p>Main Findings</p> <ul style="list-style-type: none">• Attendance, although below the target figure of 98%, it is a slight increase on the previous academic year.• Authorised absence current sits at 2.8%, a small improved on the previous academic year, comprising of illness and religious observance.• Unauthorised absence rates of 0.58% is an improvement on the previous year's figure. Four children caused concern due to arriving after 9.00 and two of these remain at the school. These children will need to be monitored carefully, and support given to improve this.• Persistent absentees (less than 90%) sit at 26. 5 of these children left the school mid-year. 7 of the remaining 21 pupils were also persistent absentees in the previous year. The attendance of persistent absentees is monitored closely by the Attendance Team on a fortnightly basis.• Number of late arrivals has increased this year, with 0.88%. SLT are now more rigorous and consistent in closing the gate promptly. Late arrivals are referred to the school office. Late letters are sent to those families causing concern.• The number of 'U Codes' for those pupils arriving after 9am. When this code is used, the pupil also loses the registration mark for the morning. 5 children continue to cause concern, and we will need to support these families so that we see a sustained improvement in punctuality. Some of these pupils are PP pupils.• Attendance of PP pupils was 95%. Although this was below the non-PP attendance, it represented the highest increase in PP attendance for a number of years. PP attendance is monitored on a weekly basis. 4 children regularly arrive just after 9.00 and consequently lose their mark for the morning session. The Attendance Team are monitoring this closely and home visits are carried out if there are concerns <p>Additional points to be noted:</p> <ul style="list-style-type: none">• The analysis includes pupils who are no longer at the school.• Attendance of FSM and PP children is being tracked on a weekly basis and other groups as part of the Monthly Attendance Reports.• We have liaised closely with both the Attendance Officer at Bramcote College and the Attendance Enforcement Team to access their expert knowledge and provide transition information.• The codes used above have changed for the 2024-25 academic year. This is in line with new guidance.• Our continued thanks go to the office team for their hard work in inputting data, generating reports and chasing absences. <p>How the School Works to Ensure the Best Possible Attendance and Outcomes for All Pupils</p> <ul style="list-style-type: none">• The Attendance Officer, Home School Liaison Worker 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, Home School Liaison Worker 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 4 children, who were deemed as vulnerable were made available at Breakfast Club to improve attendance and punctuality.• Attendance reports are issued to all parents at Parents' Evening and attendance is discussed as part of the meeting.• 'Plant a Seed' engaged with a number of families to promote school attendance.• The DHT or Attendance Lead attend termly Attendance Network Meetings to ensure school is kept up-to-date with the latest guidance.• Data is now shared with the Local Authority, via Wonde, enabling live monitoring and analysis of figures compared to other schools. <p>Next Steps</p> <ul style="list-style-type: none">• To continue to work on raising the attendance of a small number of pupils who regularly arrive after 9.00.• 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.• To continue with fortnightly meetings of the Attendance Team to intervene swiftly with attendance concerns.• To increase the involvement of the Home School Liaison Worker, including carrying out home visits, where there is concern over attendance.• To ensure that the school complies fully with 'Working Together to Improve School Attendance (August 2024) statutory guidance.• To consider the use of Attendance Contracts and Early Help Assessment Forms to support families whose attendance continues to cause concern.	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5. To ensure that there are no barriers to children attending enrichment and extra-curricular activities.	<p>Impact:</p> <ul style="list-style-type: none"> 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 <p>This is a confidential item, which is not published on the website version of this document.</p> <p>Next Steps</p> <ul style="list-style-type: none"> 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.
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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 26/42 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. These are confidential items, which are not published on the website version of this document.</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. Consider the validity of employing a female coach/mentor to work alongside Jack to support the development of some of the younger pupils.
Home Liaison Support Worker – Part time	3, 8, 9	<p>Our Home Liaison Support Worker unfortunately retired in December 2023. Prior to her departure she continued to have a significant impact on the pupils and families she supported.</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. Intervention was centered around individual pupil targets, which are reviewed termly. Chronology documents highlighted small step successes such as building the confidence of a pupil who finds communicating with others a challenge. <p>Next Steps:</p> <ul style="list-style-type: none"> New to the role of Home Liaison Worker, to train as a DSL and to undertake training relevant to the role she will be undertaking. 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. HLW will attend fortnightly attendance meetings and be a point of contact for all families, especially our more vulnerable and disadvantaged families.
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> <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"> Review the support offered by PAS and consider whether this is a role /service required with the new to post Home Liaison Worker.