



Pupil premium strategy statement - Bramcote Hills Primary School 2025-2026

'Make the Future Better for All'

This statement details our school's use of pupil premium funding (and recovery premium) for the 2025 - 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 Revised Sept 2025
Date on which it will be reviewed	Interim (1) – October 2025 Interim (2) – March 2026 Interim (3) – July 2026 Final – September 2026
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	44 pupils
Free School Meals	35 Pupils
Child Looked After	1 Pupil (1 pupil FSM)
Post Looked After Care	4 Pupils (2 pupils FSM)
Ever 6	0
Service children	5 Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Pupil premium funding – Service	£1400
Pupil premium funding - PLAC/LAC	£10,520
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£64,945

Part A: Pupil premium strategy plan

Statement of intent

At **Bramcote Hills Primary School (BHPS)**, our intention is that all pupils, irrespective of the challenges they face, make good progress and achieve well across the full breadth of the curriculum. Our Pupil Premium strategy supports this aim by ensuring that disadvantaged pupils, including those who are already high attainers, receive the right support to achieve their full potential.

Our approach is underpinned by our **SPARK curriculum**, which provides *Stimulating, Purposeful, Aspirational, Relevant* experiences for *all* learners. We believe that high-quality, ambitious teaching is the most powerful lever for securing equity and improving outcomes for disadvantaged pupils. Through outstanding teaching and targeted support, we aim to inspire a love of learning, close attainment gaps and foster confident, independent, and curious learners.

The strategy reflects our belief that every pupil should have equal access to the same rich and ambitious curriculum, and that some children—particularly those facing disadvantage—may need additional, carefully planned support to achieve this. High-quality teaching sits at the heart of our approach, as research and our own practice evidence that improving the quality of teaching benefits all pupils and has the greatest impact on those who are disadvantaged.

Our work is guided by three key principles, following the **Education Endowment Foundation's tiered model**:

1. **Quality of Teaching** – Ensuring that every class is led by a highly effective teacher through continuous professional development, instructional coaching and the consistent delivery of a well-sequenced, knowledge-rich curriculum.
2. **Targeted Academic Support** – Providing structured, evidence-informed interventions in reading, writing and mathematics for pupils who require additional help to reach age-related expectations or greater depth.
3. **Wider Strategies** – Removing non-academic barriers to success, such as attendance, wellbeing and access to enrichment, ensuring that all pupils feel a strong sense of belonging and engagement in school life.

Our approach is **responsive to individual needs** and grounded in robust diagnostic assessment rather than assumptions about disadvantage. Strategies are designed to complement each other, ensuring coherence across teaching, intervention, and wider provision.

This holistic approach aligns with the **Education Inspection Framework** (Quality of Education, Behaviour and Attitudes, Personal Development) and ensures that disadvantaged pupils have every opportunity to thrive both academically and personally. Outcomes have improved year-on-year, particularly in mathematics and reading, with mobility-linked needs addressed through diagnostic assessment and phonics fidelity. The 2025–26 strategy focuses on increasing greater-depth attainment, early identification of need, and strengthened metacognitive behaviours.

Within each category of our Pupil Premium strategy, BHPS has selected a small number of evidence-informed approaches to ensure focus, depth and measurable impact. By maintaining a disciplined approach to implementation, we aim to give each intervention the greatest possible chance of success.

1. Quality of Teaching

High-quality teaching is the most significant driver for improving outcomes for all pupils and has the greatest impact on those who are disadvantaged. Using Pupil Premium funding to strengthen teaching quality benefits every learner, in line with the *Quality of Education* judgement within the Ofsted framework. At BHPS, our priority is to ensure that every class is taught by a highly effective teacher and that all staff are supported to continue improving through high-quality professional development.

Key actions include:

- Continuous Professional Development: Ongoing coaching and mentoring for teachers and teaching assistants, with a particular focus on English, mathematics and curriculum development.
- Professional Learning: Staff participation in targeted training, collaborative planning, INSET and subject-specific development to embed consistent, research-informed practice across the curriculum.

These actions ensure that teaching is adaptive, ambitious and aligned with the intent of our SPARK curriculum, enabling disadvantaged pupils to access and achieve the full breadth of the National Curriculum.

2. Targeted Academic Support

We deploy staff strategically to provide precise, evidence-based academic support that complements classroom teaching. This targeted approach ensures that pupils who are not yet meeting age-related expectations receive the right help at the right time.

Key actions include:

- Structured interventions in reading, writing, mathematics and oral language, with clear entry and exit points to measure impact.
- Small group and one-to-one support focused on specific gaps in knowledge or skills, delivered by experienced staff.
- Home Liaison Worker providing support and communication between school and families to remove barriers to learning.
- Brighter Futures Through Sport mentoring programme promoting self-belief, aspiration and resilience, particularly for identified disadvantaged pupils.

This provision ensures that disadvantaged pupils make accelerated progress and develop the academic and personal skills needed to succeed across the curriculum.

3. Wider Strategies

In line with our whole-school ethos, BHPS is committed to addressing the wider, non-academic barriers that can impact learning and achievement. These include attendance, wellbeing, and access to enrichment opportunities that build cultural capital and a sense of belonging.

Key actions include:

- Attendance and Punctuality: Attendance of disadvantaged pupils is tracked weekly and analysed monthly. Targeted support, including home visits and family liaison, is provided where patterns of absence or lateness emerge.
- Wellbeing and Emotional Support: Provision of tailored support for children's mental health and emotional wellbeing, including ELSA intervention and access to external support such as BFTS and MHST, where required.
- Enrichment and Inclusion: Ensuring all disadvantaged pupils participate in at least two extra-curricular activities and attend all educational visits and residential. Subsidised costs are often provided to remove any barriers to participation.

These wider strategies contribute to pupils' personal development, resilience and sense of belonging — key drivers of long-term academic success.

Challenges

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

Key Challenge		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 and Access to Quality First Teaching	Disadvantaged pupils often have fewer experiences and opportunities to build knowledge beyond school, limiting their ability to access the full breadth and depth of the National Curriculum. This is compounded when pupils are frequently withdrawn for interventions, reducing their exposure to Quality First Teaching. As a result, they miss opportunities to develop the rich knowledge, skills and vocabulary needed to achieve curriculum equity.
2	Inconsistency and Variation in Expectations	The Education Inspection Framework highlights the importance of high ambition for all learners; where expectations are not uniformly high, disadvantaged pupils are most likely to be affected. Ensuring that all staff hold and communicate high expectations is key to enabling pupils to meet curriculum expectations
3	Low Aspiration and Limited Metacognitive Awareness	Some disadvantaged pupils demonstrate lower aspiration and less developed learning behaviours. They often find it difficult to self-regulate, plan or evaluate their own learning, and may not fully understand the language of learning (metacognition). This restricts their ability to make links across subjects and build independence as learners
4	Attainment and Progress in Reading, Writing and Mathematics	Assessment information indicates that some disadvantaged pupils are not yet achieving the same levels of attainment and progress in reading, writing and mathematics as their peers. Variability in reading fluency, vocabulary and comprehension can make it harder for pupils to access all areas of the curriculum, while developing greater stamina, structure and technical accuracy in writing remains a key focus. In mathematics, strengthening fluency and reasoning skills will further build pupils' confidence and problem-solving ability.
5	Vocabulary, Schema,, Knowledge and Cultural Understanding	Disadvantaged pupils often have a narrower vocabulary and more limited knowledge and cultural understanding than their peers. This restricts their comprehension, expression and ability to connect new learning to prior knowledge—key elements of a well-sequenced, knowledge-rich curriculum. As a result, they can struggle to access key primary themes and achieve age-related expectations.
6	Cultural Capital and Enrichment Opportunities	Many disadvantaged pupils have reduced access to cultural and enrichment experiences that enhance understanding of the wider world. This restricts their ability to develop the cultural capital the curriculum is designed to provide and are essential for preparing pupils for future success.
7	Targeted Support and Intervention Needs	A number of disadvantaged pupils require targeted academic support, such as writing conferencing, maths fluency sessions, or guided reading and comprehension interventions. While such support is necessary, it must be carefully balanced to avoid limiting access to the full curriculum and to ensure that intervention complements, rather than replaces, Quality First Teaching.
8	Social, Emotional and Mental Health Barriers	Social and emotional needs are prevalent among some disadvantaged pupils and can impact focus, engagement, and learning readiness. These barriers can hinder both, and in turn, affect attainment and progress across the curriculum.
9	Attendance and Punctuality	Overall attendance for disadvantaged pupils has improved and now aligns more closely with national expectations. However, a small number of vulnerable pupils fall into the persistent absentee category, primarily due to lateness and unauthorised absence codes (U codes). This reduces learning time and disrupts the consistency required for strong progress, particularly in core subjects where cumulative learning is essential. Continued monitoring and proactive family engagement remain a priority.
A number of disadvantaged pupils face multiple, overlapping challenges, such as lower attendance, social-emotional needs, and limited cultural capital. These factors interact and compound one another, increasing the risk of underachievement. Addressing these interconnected barriers requires a holistic approach that combines high-quality teaching, targeted intervention, emotional support, and enrichment experiences to ensure equality of opportunity and curriculum ambition for all pupils.		

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/Impact Measure
To ensure all gaps in English are closed for all our pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils make accelerated progress in reading and writing, resulting in outcomes that are at least in line with national expectations and peers within school. The teaching of reading promotes a sustained love of reading through exposure to high-quality, aspirational texts (including non-fiction). Consistent use of <i>Monster Phonics</i> in KS1 and systematic teaching of sounds and syllables strengthen decoding, fluency and spelling. Vocabulary is explicitly taught across all subjects, supporting comprehension and writing. <i>Rainbow Grammar</i> is fully embedded as a whole-school strategy, improving pupils' understanding of sentence structure and composition. Increased proportions of disadvantaged pupils achieve <i>Expected</i> and <i>Greater Depth</i> standards in writing. Book scrutiny, pupil voice and assessment data show clear progression in sentence structure, stamina, accuracy and vocabulary use.
To ensure all gaps in Maths are closed for all our pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> A consistent mastery approach is evident across all year groups, ensuring pupils access fluency, reasoning and problem-solving opportunities in every lesson. Teachers model and verbalise mathematical reasoning to support pupils' understanding of key concepts. Pupils use concrete, pictorial and abstract representations confidently to secure conceptual understanding. Mathematical vocabulary is explicitly taught and consistently used across school. Lesson observations, book looks and pupil discussions show active engagement and secure understanding of taught content. Disadvantaged pupils make accelerated progress, narrowing attainment gaps with peers. Increased proportions of disadvantaged pupils achieve EXS and GDS standards in maths. Regular assessments demonstrate improvement in mental maths fluency and reasoning confidence.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Whole-school approach to mental health and wellbeing is embedded through PSHCE, assemblies and pastoral support through MHST, BFTS, Home Liaison Worker. Disadvantaged pupils have access to targeted support, including ELSA or MHST support where needed. Pupil voice, surveys and observations show that children feel safe, valued and confident in managing their emotions. Reduction in incidents linked to social, emotional or behavioural concerns. Increased participation of disadvantaged pupils in enrichment and wellbeing-focused activities. Improved attendance and engagement for pupils previously identified as emotionally vulnerable. Sustained improvement in wellbeing outcomes demonstrated through qualitative and quantitative evidence (pupil voice, surveys, staff observations).
To improve the attendance of PP pupils, so that it is at least in line with their peers	<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils is at least in line with that of non-disadvantaged peers and national benchmarks. Reduction in the proportion of disadvantaged pupils classed as persistent absentees. Punctuality improves, with fewer pupils recorded as late (U codes). Weekly tracking identifies trends and informs targeted interventions. Attendance Champion and Home Liaison Worker actively support families through meetings, home visits and early intervention strategies. Positive impact of attendance initiatives evidenced through improved attendance data, engagement and learning readiness.
To ensure that there are no barriers to children attending enrichment and extra – curricular activities.	<ul style="list-style-type: none"> All disadvantaged pupils participate in a minimum of two enrichment or extra-curricular activities across the year. 100% attendance of disadvantaged pupils at educational visits, trips and residential. Financial constraints do not prevent participation – targeted funding and family engagement ensure inclusion for all. Increased engagement and sense of belonging for disadvantaged pupils, evidenced through participation data and pupil voice. Enrichment and cultural capital experiences contribute to improved confidence, aspiration and wellbeing, as reflected in pupil discussions and outcomes

Monitoring, Milestones & Success Schedule

Timepoint	Action	Evidence Type	Lead
Monthly	Inclusion Review/Book looks	Documented review of concerns/barriers, setting of targets and identifying strategies. Follow up meeting to review progress and set new targets if appropriate.	Departmental leads/PP Lead
Half-termly	Implementation review	Subject leader monitoring cycle of simmering & spotlight – focus on PP and inclusion	SLT/Subject Lead/PP Lead
Termly	Governor Monitoring	Strategy review, data dashboard, case studies	PP Lead/Link Governor
Spring Term	Full Governing Body review (HT Report)	Strategy review, data dashboard, pupil voice	PP Lead
Summer	Outcome Evaluation	Full report to Governors	PP Lead/HT

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
Sustained development of Teaching for Mastery in mathematics through CPD, lesson study and collaborative planning. Release time is allocated for teachers to embed consistent use of manipulatives, mathematical language, and reasoning structures across all phases, using Maths Hub and DfE/NCETM guidance.	The EEF identifies mastery learning as having high impact (+5 months) when expectations are consistently ambitious, teaching sequences are coherent and cumulative, and pupils work collaboratively with high accountability and shared success criteria. This approach ensures depth before acceleration, supporting disadvantaged pupils to keep pace with the curriculum rather than being moved on prematurely. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 4, 5, 7
Purchase and implementation of standardised diagnostic assessments (NFER), alongside targeted staff CPD on administration, interpretation and instructional response.	Standardised assessments provide reliable comparative data that accurately identifies misconceptions, informs sharply focused teaching adaptations and avoids over-reliance on teacher intuition alone. EEF research emphasises diagnostic assessment as a key driver of effective intervention planning, enabling targeted and proportionate support without unnecessary curriculum withdrawal. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	2, 4, 8
CPD to strengthen early reading, fluency and comprehension instruction, including full fidelity and monitoring of Monster Phonics across KS1 and long-term reading strategy across KS2.	The EEF evidences phonics (+5 months) as a proven approach, particularly for disadvantaged pupils, when delivered with fidelity, systematic progression and daily practice. Reading comprehension strategies offer high impact (+6 months) when explicitly taught, modelled and revisited. Strong early reading instruction secures access to the full curriculum and reduces later reliance on intervention. 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: £46,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one tutoring delivered by trained staff, informed by diagnostic assessment, with clear entry & exit criteria and scheduled review points. Interventions are delivered in addition to, not instead of, access to high-quality class teaching.	EEF evidence shows one-to-one tuition has high impact (+5 months), particularly when linked directly to current classroom learning rather than taught in isolation. Small-group tuition also offers high impact (+4 months) when teaching is precise, time-bound and targeted using diagnostic assessments. Interventions must be aligned with classroom pedagogical sequences to avoid widening curriculum gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5, 7
Structured progress-monitoring cycle for disadvantaged pupils, including monthly learning review meetings between class teacher and PP/phase lead, focusing on precise barriers, target setting, and evaluating impact of support strategies.	The EEF Feedback and Metacognition guidance reports that pupils benefit significantly when feedback is actionable, timely and instructional, and when pupils are taught how to monitor, evaluate and adjust their own learning. Regular review creates accountability, prevents intervention “drift”, and promotes metacognitive independence. The impact of teaching, learning and curriculum implementation for disadvantaged pupils will be monitored through regular review of classroom practice, pupil progress and curriculum access. This includes monthly learning reviews, targeted teacher-led support, and consistent use of metacognitive approaches, high expectations and independence-focused strategies. Work scrutiny, pupil conferencing and professional dialogue will ensure agreed practices are applied effectively across all classes and adapted where progress is not secure. Attendance for disadvantaged pupils will be monitored fortnightly. A termly evaluation of all approaches will be reported to governors, ensuring accountability, strategic decision-making and continuation only of high-impact provision. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3, 7
Brighter Futures Through Sport (BFTS) development and mentoring programme for identified pupils (25 pupils over two days per week). Sessions run on Monday & Tuesday £9550	BFTS mentoring aims to improve self-esteem, motivation and engagement. Sessions focus on confidence, self-regulation, resilience, and goal setting, delivered individually or in small groups. Social, emotional and behavioural support is linked to improved academic outcomes, school engagement and long-term wellbeing. Evidence indicates SEL approaches deliver +4 months’ impact on average, over 2 days, with different mentors on different days	3, 8, 9
Home Liaison Support Worker (HLW) working with families and pupils (5 mornings weekly) to provide early-help support, emotional wellbeing support, and improved home-school engagement. 5 mornings per week (8:30 – 12:30) £11433	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). EEF evidence confirms social and emotional learning has a positive academic impact (+4 months). Early and consistent family engagement is associated with improved wellbeing, attendance, behaviour and learning readiness. The HLW provides targeted pupil and family support to improve wellbeing, engagement and access to education. The role includes early help intervention, home-school liaison, delivery of parenting support, bereavement and emotional wellbeing guidance, and short-term 1:1 or small-group mentoring to remove social or emotional barriers to learning or school attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 8, 9

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

Our wider support strategy prioritises the removal of non-academic barriers that limit learning and participation for disadvantaged pupils. Through targeted mentoring, proactive family support, equitable access to enrichment, and purposeful attendance intervention, we will strengthen pupil wellbeing, resilience, engagement and aspiration. Provision is designed to complement—not replace—high-quality teaching and will be regularly evaluated for impact, value for money, and alignment with need.

Budgeted cost: **£ 10,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
MHST Support Team. As part of our wider approach to wellbeing, behaviour and attendance, pupils will access a structured programme of Mental Health Support Team (MHST) workshops across the academic year. These workshops are designed to develop emotional literacy, self-regulation, resilience, healthy routines, confidence, and preparedness for transition points.	MHST provision aligns to the EEF Social and Emotional Learning (SEL) guidance, which highlights: <ul style="list-style-type: none"> • Positive impact on academic outcomes (+4 months) • Benefits when explicitly taught, modelled and linked to classroom practice • Strengthened when reinforced across home-school contexts • Most successful when targeted, relational and based on early intervention rather than crisis response <p>This offer also supports statutory expectations related to Keeping Children Safe in Education (KCSIE), Behaviour and Attitudes, Personal Development and the Wellbeing Duty.</p> <p>In addition to universal sessions, a referral pathway permits targeted small-group MHST intervention based on emotional need, pastoral data and Me and My Feelings diagnostic screening. This offer complements, rather than replaces, whole-school pastoral and curriculum-based wellbeing teaching.</p>	8
PP Lead participation in Pupil Premium network events and professional learning. £350	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 8, 9
Subsidy of educational visits, residentials and enrichment to ensure full access for all pupils. £5,500	Equity of opportunity provides essential cultural capital and real-world schema, supporting curriculum access and aspiration. Removal of financial barriers prevents social exclusion and disengagement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	3, 8, 9
Funded access to breakfast and after-school provision for identified pupils. £4600	Access to a nutritious breakfast and structured start/end to the school day supports concentration, readiness to learn, wellbeing and behaviour. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3, 8, 9
Collaboration with the school Attendance Champion to reduce poor attendance	Collaboration with the school's Attendance Champion to reduce persistent absence and improve punctuality. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	9

Total budgeted cost: £64, 945

Part B: Review of outcomes in the previous academic year

Review: last year's aims and outcomes - Strategy Review Academic Year 2024-2025

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

KS2 Pupil Performance (all pupils) 2024-2025		
Measure	EXS	GDS
Reading	86%	61%
Writing	88%	19%
Maths	90%	44%
RWM (combi)	80%	17%
*Figures based on 59 pupils		

KS2 Disadvantaged Pupil Performance 2024-2025		
Measure	EXS	GDS
Reading	67%	33%
Writing	78%	0
Maths	89%	44%
RWM (combi)	56%	0
Figures based on 9 FSM pupils. Each pupil is worth 15%		

		Measure	Reading		Writing		Maths		GPS		RWM	
			EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
KS2	BHPS	All (59 Pupils)	86%	61%	88%	19%	90%	44%	88%	53%	80%	17%
		FSM (9 Pupils)	66%	33%	78%	0	88%	44%	77%	44%	56%	0
		Disadvantaged (10)	70%	40%	80%	0	90%	40%	80%	50%	60%	0
	NAT	All	75%	33%	72%	13%	74%	26%	73%	30%	62%	8%
		FSM	63.3%	21.3%	59%	6.6%	60.7%	15.2/5	No compara ble data	47.6%	3.6%	
	FSM	Nottinghamshire	61.1	18.9%	57%	5.1%	60%	13.5%		45.6%	2.6%	
		District/Broxtowe	68%		61%		61.3%			47.6%		

Disadvantaged pupil performance overview for last academic year

	Measure	BHPS		National		FSM	
		ALL	FSM	All	FSM	LA	District
EYFSP	GLD	74%	25%	69%	51.1%	47.0%	52.0%
Y1	Phonics	82%	80%	80%	66.8%	64.4%	2.3%
Y2	Phonics	98%	82%	91%		80.3%	76.7%
Y4	M T C % Full marks	66%	50%	38%			
	Average Score	23.4	20.0	21.1			

Outcomes – Summer 2025								
Key X Not Met ✓ Met ✓ Exceeded	Meeting the expected standard at the end of KS2				Achieving Greater Depth Standard at the end of KS2 (2025)			
	Target	All Pupils (59)	FSM (9)	Pupil Premium (10)	Target	All Pupils (59)	FSM (9)	Pupil Premium (10)
Reading	90%	86%	66%	70%	40%	61%	33%	40%
Writing	85%	88%	78%	80%	20%	19%	0	0
Maths	90%	90%	88%	90%	44%	44%	44%	40%
GPS	90%	88%	77%	80%	50%	53%	44%	50%
RWM	80%	80%	56%	60%	20%	17%	0	0

Outcomes – Summer 2025						
	Meeting the expected standard at the end of KS1			Achieving Greater Depth Standard at the end of KS1		
	All Pupils (60)	FSM (6)	Pupil Premium (9)	All Pupils (59)	FSM (6)	Pupil Premium (9)
Reading	78%	67%	77%	28%	0	33%
Writing	75%	67%	77%	17%	0	33%
Maths	80%	34%	55%	27%	17%	44%
RWM	70%	34%	56%	15%	0	33%

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	27	56%	46%	Above (non-sig)	68%	-12	Not applicable	Not applicable
2025	11	64%	47%	Above (non-sig)	69%	-5	Narrowing	-
2024	9	56%	46%	Close to average (non-sig)	67%	-12	Narrowing	-
2023	7	43%	44%	Close to average (non-sig)	66%	-23	Not available	-

Pupil Premium Interim Review: September 2025			
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>	EYFS	<p>End-of-year outcomes show that 74% of pupils achieved a Good Level of Development (GLD), well above national, Nottinghamshire and Broxtowe figures. In this cohort, four pupils were identified as Pupil Premium; of these, only one (25%) achieved GLD. Most FSM pupils are meeting expected levels in the majority of prime and specific areas – for example, 75% are at expected levels in Speaking, Self-Regulation, Managing Self, Building Relationships, Gross Motor Skills, Fine Motor Skills, Word Reading and Number.</p> <p>However, only 50% of FSM pupils reached expected standards in Listening, Attention and Understanding, Comprehension and Numerical Patterns, highlighting gaps in receptive language and early pattern recognition that may affect later reading and maths development. Writing also remains a key area for improvement.</p> <p>Overall, FSM pupils show broadly secure attainment in many prime areas, but targeted support in receptive language, early writing and mathematical patterning remains essential to close gaps and sustain progress.</p>	<p>Monitoring and Identification</p> <ul style="list-style-type: none"> Half-termly monitoring of Pupil Premium (PP) and SEND pupils. EYFS lead to identify potential PP pupils early and note siblings to ensure continuity of support. Prevent attainment gaps from emerging in EYFS and ensure the KS1 lead is aware of challenges as pupils move into Year 1. <p>Oral Language & Receptive Understanding</p> <ul style="list-style-type: none"> Daily adult-led language groups focusing on listening games, story retelling and following multi-step instructions. <p>Early Writing Development</p> <ul style="list-style-type: none"> Daily fine-motor and mark-making activities (threading, dough disco, pegging, tweezers) to strengthen pencil control and writing skills. Systematic, small-group phonics focusing on oral blending and segmenting, letter formation and high-frequency words. <p>Early Mathematical Patterning</p> <ul style="list-style-type: none"> Daily maths mastery sessions using concrete resources to explore pattern, shape and number relationships. Small-group “number sense” activities to secure subitising, doubles and early sequencing. <p>Transition to Key Stage 1</p> <ul style="list-style-type: none"> Prioritise targeted strategies in oral language development, early writing skills and numeracy pattern recognition to accelerate progress and ensure a smooth transition to KS1
	Phonics	<p>BHPS achieves exceptional phonics outcomes for disadvantaged pupils. FSM pupils significantly outperform national benchmarks, with Year 1 achieving 80% (13.2pp above national FSM average of 66.8%) and Year 2 achieving 82% (above LA FSM average of 80.3%). Overall school performance is equally strong, with all pupils achieving 82% in Year 1 and 98% in Year 2, both above national averages.</p> <p>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.</p>	<ul style="list-style-type: none"> Focus on sustaining this excellence while addressing mobility. Priority areas include rigorous phonics baseline assessments for all new arrivals, particularly FSM pupils joining mid-year, and targeted catch-up interventions for those entering with phonics gaps. Ensure systematic tracking systems and additional phonics support to ensure that pupils moving into school receive immediate, tailored intervention to maintain the school's strong outcomes for disadvantaged learners.
	KS1	<p>The KS1 outcomes demonstrate the school's strong support for disadvantaged pupils.</p> <p>Pupil premium pupils achieved 77% in reading and writing (compared to 78% and 75% all pupils), 55% in mathematics (compared to 80% all pupils), and 56% in RWM combined (compared to 70% all pupils).</p> <p>However, at greater depth, pupil premium pupils significantly outperformed all pupils with 33% in reading, writing and RWM (vs 28%, 17%, 15% all pupils) and 44% in mathematics (vs 27% all pupils), demonstrating effective support for higher-attaining disadvantaged pupils.</p> <p>FSM pupils achieved 67% in reading and writing, and 34% in mathematics and RWM combined.</p> <p>The majority of FSM pupils also have SEND needs, creating dual disadvantage that requires specialist approaches addressing both learning differences and socioeconomic barriers.</p> <p>The school's proven success with pupil premium pupils provides a strong foundation for adapting intervention strategies to serve FSM pupils with SEND needs more effectively</p>	<ul style="list-style-type: none"> Adapt proven intervention models for FSM pupils with SEND needs, ensuring support addresses both learning differences and socioeconomic barriers, with particular focus on mathematics where the gap is most pronounced. Further work with the FSM pupils to ensure suitable adaptations, scaffolding and intervention are needed to support pupils to access the curriculum and reduce the attainment gap, particularly in maths.
	Multiplication Tables Check (MTC) Y4	<p>The MTC data reveals strong mathematical fluency outcomes that position BHPS as effective in supporting disadvantaged pupils. FSM pupils achieved solid results with 50% meeting full marks, significantly outperforming both the national FSM average of 38% and national all pupils' performance by 12 percentage points. This achievement demonstrates the school's capacity to accelerate mathematical learning for its most vulnerable learners.</p> <p>The strength of mathematical provision extends across the entire cohort, with all pupils achieving 66% full marks compared to the national average of just 38%, representing a substantial 28 percentage point advantage. The average scaled score of 23.4 further reinforces this performance, significantly exceeding the national benchmark of 21.1. These outcomes reflect systematic, high-quality mathematics teaching that successfully develops rapid recall and computational fluency across all pupil groups, ensuring that both disadvantaged and non-disadvantaged children benefit from effective mathematical provision that prepares them well for future learning.</p>	<p>Sustain Excellence:</p> <ul style="list-style-type: none"> Maintain the effective teaching strategies that enable FSM pupils to significantly outperform national expectations <p>Targeted Intervention:</p> <ul style="list-style-type: none"> Implement focused support for FSM pupils not yet achieving full marks, building on proven approaches that already deliver above-national outcomes <p>Early Intervention:</p> <ul style="list-style-type: none"> Ensure robust times tables teaching from Year 2 onwards to maintain momentum into Year 4 <p>Peer Learning:</p> <ul style="list-style-type: none"> Utilize high-achieving FSM pupils as mathematical mentors to support closing internal gaps

	Internal Data	<p>All pupils demonstrate strong performance across Years 3-5, with combined RWM attainment ranging from 69% to 75%. Reading shows consistent strength, improving from 76% in Year 3 to 88% in Year 5. Writing follows a similar positive trajectory from 73% to 84%. Mathematics performance varies, with Year 3 achieving 88% through main assessment but weaker standardised scores, while Years 4-5 maintain consistent 88-90% performance.</p> <p>Pupil premium outcomes show some variation by year group. Year 3 presents challenges with 51% in reading, 38% in writing, and 38% combined attainment. In Years 4-5, where pupil premium pupils achieve 100% in reading across both years, with combined attainment improving to 25% and 75% respectively.</p> <p>FSM pupils follow a similar pattern, with Year 3 achieving 43% reading, 29% writing, 43% mathematics, and 29% combined attainment. Performance strengthens considerably by Years 4-5, reaching 100% reading in both years and combined attainment of 25% and 67%.</p> <p>The data demonstrates effective intervention strategies that successfully close gaps as pupils progress through school. The transformation from Year 3 to Years 4-5 for disadvantaged pupils, particularly achieving 100% reading expectations, reflects strong literacy support systems and targeted intervention approaches. The school maintains high overall performance while supporting significant gains for pupil premium and FSM pupils.</p>	<p>Year 3 requires enhanced support systems, particularly for disadvantaged pupils showing lower attainment across subjects. The school should review successful intervention strategies from Years 4-5 and adapt these approaches for earlier implementation with the new to Y4 cohort.</p> <p>Mathematics would benefit from strengthened provision across all year groups, with particular focus on FSM pupils where performance remains variable. Building systematic mathematics interventions and maintaining gains in English will ensure continued progress for all pupil groups.</p>
	End of KS2	<p>BHPS demonstrates strong KS2 outcomes with all pupils achieving 86% in reading, 88% in writing, 90% in mathematics, 88% in GPS, and 80% combined RWM at expected standards. These results significantly exceed national averages across all subjects, with particularly strong performance in mathematics (+16pp above national) and writing (+16pp above national). Greater depth outcomes show 61% in reading, 19% in writing, 44% in mathematics, and 53% in GPS, with combined RWM greater depth at 17%.</p> <p>FSM pupils achieve solid outcomes with 66% in reading, 78% in writing, 88% in mathematics, 77% in GPS, and 56% combined RWM. Performance exceeds national FSM benchmarks substantially, with mathematics showing exceptional strength at 88% compared to 60.7% nationally (+27pp). Unfortunately, FSM pupils did not secure results at the greater depth standard in writing, which resulted in 0% in RWM combined.</p> <p>The disadvantaged cohort (10 pupils) performs strongly with 70% in reading, 80% in writing, 90% in mathematics, 80% in GPS, and 60% combined RWM. This group were also unable to secure greater depth standard in writing and therefore RWM combined, but demonstrates solid foundational achievement, particularly in mathematics where they match whole school performance.</p> <p>The school successfully supports disadvantaged pupils to achieve well above national FSM averages, particularly in mathematics where FSM pupils significantly outperform national expectations. The consistent strength across core subjects for all groups demonstrates effective teaching and learning strategies. The school's ability to secure expected standards for the majority of disadvantaged pupils while maintaining high overall performance indicates well-targeted support systems.</p>	<p>Developing greater depth provision for disadvantaged pupils represents a key opportunity, as current outcomes show achieving greater depth in writing and therefore across all subjects is not consistent.</p> <p>Focus on implementing stretch and challenge strategies for higher-attaining FSM and disadvantaged pupils. Enhanced mathematical reasoning and reading comprehension approaches would support progression beyond expected levels, while maintaining the strong foundational work that has delivered above-national outcomes for disadvantaged learners.</p>
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, 6 cases are open to the MHST team, although none of these pupils are entitled to FSM. <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.

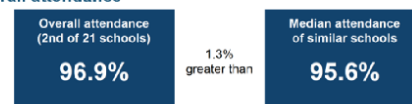
The data below is a summary of the current attendance figures for the previous academic year. Attendance continues to be very good at BHPS. This year's current figure is marginally higher than last year's at the same point.
Year on year, attendance at BHPS, like all schools nationally, has still not recovered to pre covid levels.
The attendance team of Sue Hewes, Pete Taylor, Kerry White, Anna Skowron and Niamh Clowes meet fortnightly to monitor cases of concern, and some children are on a daily alert list.

BHPS Attendance Report 2024-2025				
Group	Percentage Attendance	Authorised Absence	Unauthorised Absence	Persistent Absence
Whole <u>School</u> (420)	96.7%	2.7%	0.6%	5.1%
FSM (40)	94.2%	4.5%	1.3%	25% (10)
PP (49)	94.8%	4.0%	1.2%	20.1% (10)
LAC/PLAC (5)	98.3%	1.6%	0.1%	0
EHCP (5)	92.6%	6.4%	1.0%	40% (2)
Service (3)	97.5%	1.8%	0.7%	0
Attendance Report 2024-2025				
Group	Absence	Persistent Absence	Severe Absence	
Notts - All	4.8%	12%	0.8%	
Notts - FSM	7.5%	24.1%	1.5%	
National - All	5.1%	13.3%	0.9%	
National – FSM	No comparable data			

Headline figures compared to similar schools

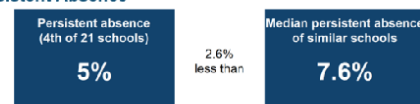
Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance



Your overall attendance is 96.9% which is 1.3% greater than the median attendance of similar schools. You are ranked 2nd of 21 schools for attendance - meaning 19 similar schools have a lower overall attendance than your school.

Persistent Absence



Your persistent absence is 5% which is 2.6% less than the median attendance of similar schools. You are ranked 4th of 21 schools for persistent absence - meaning 17 similar schools have a higher rate of persistent absence than your school.

Main Findings

Data			Commentary
Category	2024 – 2025	2023 - 2024	
Overall attendance	96.7%	96.6%	Although still below our target figure of 98%, this is still a slight improvement on the previous year. This puts us in Decile 1 (top 10% of schools nationally) and 13th out of 281 schools locally.
Authorised absence	2.7%	2.8%	This is an improvement on the previous year's figure and comprises mostly of illness, exceptional circumstances and absences due to religious observances
Unauthorised absence rate	0.6%	0.6%	This is the same as last year. Four children caused concern due to arriving after 9.00 and three of these remain at the school. These children will need to be monitored carefully, and support given to improve this.
Persistent absentees (<90% attendance)	23	26	1 child had left the school but was still showing on the system. 1 child was being home-schooled whilst awaiting a new school place. 8 pupils were also persistent absentees in the previous year. 10 of the 26 pupils were in receipt of the Pupil Premium Grant. The attendance of persistent absentees is of paramount importance and is tracked by the Attendance Team on a fortnightly basis.
Attendance of Pupil Premium Children (PP)	94.8%	95.0%	This was below the non-PP attendance and a slight decline from last year's figure. This puts us in decile 2 (top 10-20% of schools) nationally. PP attendance is monitored on a weekly basis and individual pupils tracked in the Attendance Team meeting. 5 children regularly arrived just after 9.00 and consequently lost their mark for the morning session. The Attendance Team are monitoring this closely and home visits are carried out if there are concerns.
Attendance of Children Looked After (LAC) or Post-Looked After PLAC)	98.3%	97.7%	This was above whole school figure. Attendance for this group is not a significant issue or concern.
Attendance of children with English as an Additional Language (EAL)	96.1%	96.5%	This figure is in line with the whole-school attendance and attendance for this group is not a significant issue.
Attendance of children with Special Educational Needs or Disability (SEN Support)	95.3%	96.0%	This was a decline from the previous year and was mostly affected by 2 children with exceptional circumstances. This puts us in decile 2 (top 10-20% of schools) nationally
Attendance of children with a EHCP	92.6%	84.3%	This figure was an improvement from last year but still lower than the whole-school figure. It was mostly affected by a child with exceptional circumstances and a child with medical need

Additional Notes

- The analysis includes pupils who are no longer at the school.
- The school now uses Arbor to record and analyse attendance. We are still exploring the potential of the system.
- The Attendance Lead has met with the Local Authority to carry out an Attendance Review to ensure that our systems are in line with local guidelines.
- The Good Schools Review (March 2025) noted that attendance was excellent and that the school had robust systems in place for monitoring the attendance of vulnerable groups.
- 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 secondary schools to pass on any pupil attendance concerns on transition.
- 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 Lead, Admin Assistant, 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. • Good attendance is celebrated with pupils on an individual basis. Classes with the best weekly attendance are allowed to leave assembly first, receive an attendance poster & have increased access to play equipment. We do not have individual rewards as we recognise that attendance is not always within a child's control. • The Head Teacher, Home Liaison Worker and Attendance Lead 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 3 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 • The new Arbor app means that parents can have 'live' access to key attendance information for their child • Parents are informed of the importance of school attendance. Our 'Attendance Matters' and 'Attendance and Punctuality' flowchart posters are included in the Sway newsletters on a termly basis. • Our monthly attendance report now includes information about how the school compares with other schools nationally and locally. <p>Action Points</p> <ul style="list-style-type: none"> • To further reduce the number of pupils classed as persistent absentees, particularly those who are PP). • To continue to work on raising the attendance of a very small number of pupils (especially those who are PP) who regularly arrive after 9.00, using the Attendance Enforcement Team, if necessary. • 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 continue to track the attendance of key groups in school, using the Arbor filter system to analyse this further. • To make use of the DfE Attendance toolkit and self-assessment tool to identify further areas for development
5. To ensure that there are no barriers to children attending enrichment and extra – curricular activities.	<ul style="list-style-type: none"> • Engagement and attendance are monitored for the participation of PP pupils within enrichment opportunities, residentials 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>Impact:</p> <ul style="list-style-type: none"> • The school continues to prioritise the inclusion of Pupil Premium pupils in a wide range of enrichment and extra-curricular activities, ensuring that all children have access to experiences that enhance personal development and cultural capital. Across Foundation Stage and Key Stage 1, pupils have benefitted from numerous enrichment opportunities such as Forest Schools, local area visits, nature exploration, and trips to venues including Manor Farm Park and the Yorkshire Wildlife Park. Staff have worked hard to engage Pupil Premium families, resulting in increased participation in clubs such as Soccerstars, Karate, Choir and French, as well as the successful inclusion of six pupils in the Year 2 sleepover event. • In Key Stage 2, participation has remained strong, with a wide variety of clubs and activities on offer to meet pupils' diverse interests — including sports, music, science, creative, and wellbeing opportunities. Staff have been proactive in identifying and removing barriers to participation, ensuring that pupils are encouraged and supported to attend. Notably, residential attendance among Pupil Premium pupils is excellent: 88% in Year 3, 83% in Year 4, and 100% of pupils in both Year 5 and Year 6 attended their respective residential visits. This reflects the school's commitment to inclusion and the positive relationships developed with families. • Overall, the school offers an extensive and varied enrichment programme that ensures Pupil Premium pupils experience success, build confidence, and develop social and teamwork skills beyond the classroom. Staff dedication and targeted support have ensured that these pupils are not only accessing, but gaining valuable experience and support from the wider curriculum offer <p>A more detailed overview of year group enrichment opportunities, extracurricular places accepted, clubs attended and residential visits undertaken but not published here on the school website.</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.

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. This year saw another mentor join school, Zoe supported younger pupils in KS1 and LKS2, whilst Jack worked with KS2 pupils.</p> <p>Intent: Targeted intervention for 20 PP children.</p> <p>Implementation: 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.</p> <p>Impact</p> <ul style="list-style-type: none"> 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. Jack and Zoe prepare 2 case study profiles for pupils reaching the end of KS2. A summary of impact is shown below. Both pupils received awards at the BFTS Charity award ceremony. <p>A more detailed overview, including pupil case studies is available but not published here on the school website.</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. Further develop the use of Microsoft forms to record data and information and initial assessment of Radar sheets.
Home Liaison Support Worker – Part time	3, 8, 9	<p>Our Home Liaison Worker has played a vital role in supporting pupils and families throughout the year, ensuring that every child has the best opportunity to succeed both academically and emotionally.</p> <p>Key Areas of Impact:</p> <p>Home Visits</p> <p>Regular home visits have been carried out to strengthen relationships with families, provide early support, and address barriers to learning and attendance. These visits have helped build trust with parents/carers and pupils, ensuring that concerns are identified and addressed promptly.</p> <p>Attendance Support</p> <p>The Home Liaison Worker has been instrumental in improving pupil attendance by attending attendance meetings with the attendance champion, headteacher, PP lead and families. Through early intervention and consistent communication, attendance issues have been addressed effectively, leading to improved engagement in school.</p> <p>Safeguarding and Training</p> <p>As a Designated Safeguarding Lead (DSL), the Home Liaison Worker has completed all relevant safeguarding training and has taken an active role in managing child protection cases.</p> <p>Parental and Pupil Support</p> <p>Acting as a key point of contact for parents, the Home Liaison Worker offers both emotional support and practical advice. Their empathetic approach has been particularly effective in supporting families through challenging circumstances, and in helping pupils manage emotional or social difficulties.</p> <p>Early Help and Referrals</p> <p>The Home Liaison Worker has coordinated Early Help referrals and completed online MASH (Multi-Agency Safeguarding Hub) referrals, ensuring timely and appropriate support for vulnerable children and their families. This proactive approach has enabled the school to access wider community resources and intervention services.</p> <p>Summary</p> <p>Through dedicated work and strong partnerships with families and external agencies, our Home Liaison Worker has had a significant and positive impact on pupil welfare, attendance, and safeguarding. Their contribution continues to strengthen our school's inclusive and nurturing ethos.</p>
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>Following the appointment of the Home Liaison Worker in September 2024, the support provided by PAS was reviewed. In November 2024, it was agreed that the PAS service was no longer required, as the Home Liaison Worker had begun delivering more direct and targeted support to families in need. Consequently, the school's partnership with PAS came to an end.</p>