

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brocklewood Primary School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	51.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors HT Mrs Tarrant
Pupil premium lead	Sally Overton
Governor / Trustee lead	Aaron Bird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,160
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	£313,160

Part A: Pupil premium strategy plan

Statement of intent

At Brocklewood, we have high expectations and ambitions for all our pupils including those eligible for pupil premium funding. It is our intent that all our pupils have access to quality first teaching and we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy.

Our strategy is aligned to our school motto: “**IMAGINE, BELIEVE, ACHIEVE**” and runs through all that we do. The curriculum is designed to fire our pupils' **imagination** through creativity, awe and wonder. Pupils are supported to **believe** they can achieve their potential through the pastoral system and SMSC in school. All staff have high expectations and aspirations which enable pupils to aspire to **achieve**. We provide our pupils with a curriculum that is relevant to them and prepares them to be 21st Century citizens who contribute positively to local, national and global communities. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively.

Our strategy is based on a tiered approach which is rooted in inclusion and equity. We have a whole school approach for our disadvantaged children where all staff have a strong understanding of the challenges that they face. Our PP lead carefully guides and coaches each class teacher to ensure that they address and try to overcome the challenges within their control that disadvantaged children face in learning. Our Pastoral team and SENCO work alongside all our staff to ensure that every child's needs are met and support is given to targeted children and their families. A strong principle underpinning our strategy is that that all our staff have ambition for all and support all children to make accelerated progress from their starting point. Every child at Brocklewood is cared for and given the support to grow and flourish.

In line with our school development plan a key focus of our Pupil Premium strategy this year will be using the latest evidence around adaptive teaching and scaffolding to support our disadvantaged pupils to achieve and overcome challenges including lower levels of oracy and language.

In summary our strategy will ensure that disadvantaged pupils have access to quality first teaching and a curriculum which meets their needs. We will adopt a range of wider strategies based on evidence to improve attendance and support the social and emotional well-being of our disadvantaged pupils.

School Context and Location

(January Census 2023 Deprivation Statement – Brocklewood Primary and Nursery School)

Brocklewood Primary and Nursery School is located within the City of Nottingham.

Nottingham ranks **6th** out of the 317 Local Authorities in England, using the IDACI Score Measure 2019 (Proportion of children living in income deprived households).

Pupil Residence (IDACI national rank of LSOA):

- **18.8%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **1%** of LSOA nationally, compared to **4.5%** of Nottingham city pupils.
- **77.0%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **5%** of LSOA nationally, compared to **24.7%** of Nottingham city pupils.
- **81.8%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **10%** of LSOA nationally, compared to **43.0%** of Nottingham city pupils.
- **92.4%** of Brocklewood Primary and Nursery School pupils reside in LSOA which are ranked in the most deprived **30%** of LSOA nationally, compared to **77.2%** of Nottingham city pupils.

Pupils attending Brocklewood Primary and Nursery School in January 2023 had an average IDACI deprivation score of 0.4 (based on residence). This means that **40.8%** of pupils may have been experiencing family income deprivation in comparison with **29.7%** of pupils for Nottingham overall and **16%** Nationally.

The school serves the Broxtowe Estate on the outskirts of Nottingham City. The school does not sit within its catchment area and pupils typically have a 20-minute walk to school.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our analysis of attendance data shows some disadvantaged children and their families need additional support to secure and sustain better punctuality and attendance. Historically, attendance of disadvantaged children is below other children and below the national average. This is also reflected in the figures for those who are persistently absent, our disadvantaged pupils are 70% of our persistent absence pupil group
2	Early reading and phonics Assessments, observations and discussions indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. Phonics assessments indicate a more significant gap for disadvantaged children. This can negatively impact upon their development as readers over time. In addition, pupils across the school do not access quality texts at

	home or in early life with many parents lacking the skills to support their children at home
3	Oracy and Communication Assessments, observations and discussions with pupils indicate underdeveloped speaking and listening skills and large vocabulary gaps upon entry to school for many of our disadvantaged children. This is linked to limited life experiences and the availability of quality texts in the home. This is significantly below national expectations on entry into Nursery and Foundation, especially in Language and Communication. On entry to Nursery 80% of our pupils are below the expected level in the prime area of communication and language. Communication and interaction continue to be the highest recorded area of needs across the school, followed by SEMH for SEND and 44.6% of pupils identified as SEN are disadvantaged pupils
4	Attainment in writing as children go through school Assessments, observations and monitoring indicate that disadvantaged pupils generally have greater difficulties with writing than their peers. The gaps in attainment for writing for disadvantaged children are a challenge across the school.
5	High proportion of SEMH need There are a high number of disadvantaged pupils who have SEMH difficulties and/or require additional support (from social care/targeted support or Early Help). The complex needs of the family impacts on the pupils' ability to concentrate and manage their emotions which prevents them to fully access and enjoy all aspects of the curriculum.
6	Limited Enrichment Opportunities The knowledge of the wider world is limited in many of our disadvantaged pupils. Many of our parents have limited funds to access events, visit places of interest or funds for sports clubs. Some parents are not fully engaged in their child's learning or life of the school and have poor literacy and numeracy skills themselves.

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 improve the attendance of the disadvantaged pupils causing concern.	Attendance for disadvantaged pupils is improving year on year so that the gap to national attendance is narrowing. Attendance of pupils causing concern is improving - evidenced through case studies Attendance data reviewed daily to offer support to the most vulnerable

	Attendance data reviewed weekly with interventions for targeted children Half termly reports completed and shared with SLT and PP lead
Children's social, emotional and mental health needs are addressed and they are supported to access learning.	SEMH provision addresses the needs of disadvantaged pupils and is regularly reviewed. Wider strategies and targeted support enable disadvantaged pupils to access the learning by addressing needs at whole school, class and individual level, leading to improved learning behaviours.
To narrow the gap in reading for all disadvantaged pupils with an increased percentage of pupils passing the Year 1 phonics screening check and improved reading attainment for disadvantaged pupils at the end of KS2.	Targeted interventions are in place to support phonics of vulnerable pupils in reading and phonics. A greater proportion of disadvantaged pupils are passing the phonic screen by the end of KS1 and the gap to national other is narrowing Gap between disadvantaged and non - disadvantaged has narrowed in all year groups so that in Year 6 the gap is very small
To narrow the gap in attainment between disadvantaged and non-disadvantaged pupils in writing so that more children attain national standards.	The teaching and lesson design are adapted and scaffolded to support to our disadvantaged pupils to achieve and overcome challenges including lower levels of oracy and language Retrieval practice is planned, modelled and scaffolded enabling all learners to develop the skills needed to retrieve their knowledge effectively. There's a deliberate, explicit and systematic teaching of retrieval practice across phases and throughout the curriculum. Children make expected or above expected progress in writing across the whole school. Outcomes for disadvantaged pupils in writing at the expected standard and greater depth will be closer to national standards by end of KS2.
To improve the oracy and communication of disadvantaged pupils across the whole curriculum using early intervention and	Talk in classroom is been planned, designed, modelled, scaffolded and structured to enable all learners to

deliberate, explicit and precise, explicit teaching opportunities.	develop the skills needed to talk effectively and with confidence. There's deliberate, explicit and systematic teaching of oracy across phases and throughout the curriculum which supports children to make progress in oracy A greater proportion of disadvantaged pupils are achieving age related expectations in communication and language at the end of EYFS. Individual needs are addressed through targeted interventions
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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: £62,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership capacity to strengthen QFT through monitoring, target setting and effective pupil progress meetings	NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	2,3,4
Embed QFT by; • providing regular CPD opportunities to sustain and enhance scaffolding techniques to support 'struggling learners • Providing regular CPD to develop staff pedagogical knowledge on ALF • Planning small sequential planning, adaptations to planning	Language Link EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	2, 3,4

bespoke to suit own class • Instructional coaching T&L briefings using 'experts in the room' See SDP 2024-25	https://educationendowmentfoundation.org.uk/education-evidence/primary https://walkthrus.co.uk	
Use of TAs and additional teachers to deliver targeted interventions -early morning readers which has shown by data to raise attainment of disadvantage readers Use instructional coaching to support all new staff in EYFS and KS1 to embed the 'Little Wandle' phonic programme to improve early reading and phonics in Foundation and KS1 Reading lead to provide CPD and coaching to support interventions for phonics in KS2	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
To support teaching of writing by having it as a focus for CPD and monitoring including using 'The Literacy Tree' scheme for planning and designing lesson sequences to enable vulnerable pupils Use of Accurate Sentence Construction daily lesson from Year1 to 6 See SDP 2024-25	EEF Guidance -Improving Literacy in KS1&KS2 https://educationendowmentfoundation.org.uk/education-evidence/primary	4
Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills in all lessons.	Our curriculum is planned to have more oracy outcomes where children learnt to present their learning to an audience Voice 21 The Oracy Framework Impact report 2021 'Planned Oracy outcomes have allowed children who struggle with printed text to	3

Oracy assemblies developed each week by DHT & AHT to deepen oracy skills Continued Oracy CPD provided by T&L AHT Oracy CPD to be provided for ECTs and new staff on supporting oracy in all lessons.	access subject content in a more deep and meaningful way ' 'Oracy narrows gaps enabling less advantaged students to fulfil their potential'	
Provide high quality texts which support the delivery of our Curriculum.	As outlined by 'Alex Quigley (2020), 'Reading will prove the master skill of school, unlocking the academic curriculum for our pupils...the habitual act of 'learning to read' and going on to 'read to learn' in an ever-present part of school life.' https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies (+6 mon)	2,3
Deliver regular one to one coaching for class teachers by SLT to support identifying targeted support for disadvantaged children	EEF Guidance -using your pupil premium funding effectively 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending'	2,3,4

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

Budgeted cost: ££115,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a system of additional reading opportunities for disadvantaged pupils before school and individual reading throughout the week	EEF toolkit consistently shows the positive impact that targeted academic support can have. To ensure that all children are part of the classroom throughout the school day ensures they are all receiving QFT. the interventions before and after school offer targeted support to embed teaching in the classroom and is an effective Pupil Premium strategy	2,3,
Quality phonic intervention directly linked to Little Wandle phonics scheme targeted at pupils' gaps-disadvantaged pupils prioritised	'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
'Little Wandle' phonic scheme resources purchased. Education Library Service subscription Purchase of books for each class library collection, to send to read at home – phonics books and classic contemporary stories to develop a love of reading	National Literacy Trust research report Reading practices under lockdown report 2020 suggests barriers including a lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of school/peer support have negatively affected some children's ability to read and their motivation to read for enjoyment. Increasing children's access to high-quality books should be a priority during school re-opening, and the contribution that reading for enjoyment can make to children's mental wellbeing should be recognised and valued	2,3,6

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

43% of available of budget

Budgeted cost: £134,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance -daily monitoring including home visits Breakfast Club Walking Bus More regular reporting to parents Holding all staff to account- attendance is everyone's responsibility through regular attendance briefings and refined expectations for teachers High profile recognition for good attendance PP lead attending attendance data review meetings Attendance Officer	The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK Higher overall absence leads to lower attainment at KS2 and KS4. There's a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education. NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. https://www.nfer.ac.uk/press-releases/the-power-of-attendance-and-stability-at-school-for-disadvantaged-pupils/	1
Emotional Well being • 3 ELSA mentors • Learning mentor • Pastoral Team • School Counsellor • Bubble Time	Bespoke wellbeing support ensures that our children are in a better place to learn and be included in learning within the class. Leuven Scales are utilised to identify our most vulnerable pupils SENCO, our school councillor and our pastoral team provide support for children with multiple needs including disadvantaged pupils with SEND. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more	1,5

	likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Readiness to learn and behaviour • Behaviour mentor-2 days • Roots to Inclusion -pupil voice • Learning mentor	NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.	1,5
Enrichment opportunities to enhance cultural capital such as Royal Shakespeare project and residential trips in Years 2,4 and 6. Subsidise trips and residential visit for all children. Disadvantaged children to be targeted and supported to attend after school clubs and other curriculum enrichment	Based on EEF findings – All children need to have a richness of provision in order to develop all aspects of Knowledge of skills. Parent engagement lead support teachers to opportunities for vulnerable families to join our community garden each week in an after school club Parental engagement EEF The study, conducted by education think-tank LKMco revealed that only one in five of secondary and primary pupils go on residential trips each year – and that youngsters in disadvantaged areas have the fewest opportunities to take part. “The study shows that residential in schools are generally of high quality. Disturbingly, however, it confirms what many of us feared – far too many children and young people are missing out on these transformational experiences. 5, 6 12 “We would argue that if these experiences have such a significant impact, all pupils should be entitled to have them during their time at primary and secondary school.”	5,6

	https://www.sec-ed.co.uk/content/news/disadvantaged-children-are-missing-out-on-residential-trips A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
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Total budgeted cost: £313,160

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

As detailed above the strategy focussed on the key areas of Teaching, Targeted Academic Support and Wider Strategies. The pupil premium strategy document was shared with all stakeholders so that it was an integral part of the School Development plan and day to day provision at the school.

Progress Towards Intended Outcomes for academic year 2023-24

To improve the attendance for disadvantaged so that it is closer to the attendance for non-disadvantaged (gap narrows from 3.3%)

Attendance has remained a challenge this year with a group of children remaining as PAs despite a variety of strategies used to support families.

The walking bus and breakfast club has been used to support those families who are struggling with attendance and case studies have shown an improvement in attendance for those children who were supported by this

Families are invited in for attendance meeting to discuss attendance and offer support.

Strong links were developed with Nottingham City Mental Health support team who offered parental workshops for parents of children with anxiety, one to support and friendship workshops for Year 5&6 (PP poor attendance children were targeted)

Attendance /Learning Mentor provided ELSA for F2 across the whole school (PP poor attendance children were targeted)

Attendance team provided half termly impact reviews including actions to support vulnerable children.

	Autumn 23	Summer 24
Yr1-6	91.73%	91.84%
PAs	24.63%	25.84%
PP	89.63%	89.55%
Non PP	93.63%	94.45%
PAs PP	31.25%	33.93% 76
PAs non PP	18.78%	15.96% 34

The gap in the rates of attendance for PP pupils against non-PP pupils remains significant particularly for PAs (60% of PAs are PP SEND children). Therefore, this remains a key priority of our pupil premium strategy for the following year.

However SPAs- 7 of the SPAs (plus one in N2) are from 2 families- they are subject to CP plans. One further SPA (and his sibling in F2) are also subject to CP plans. The other SPA joined the school at the end of November 2023 on an attendance order.

Disadvantaged pupils' attendance is 93.14% with these 3 families removed.

The key focus for our PP Strategy 2024-27 are to continue to engage teachers and other staff so they understand that attendance is everyone's responsibility. We will continue to develop bespoke support for the most vulnerable families so that their children engage well by widening the attendance team (attendance is everyone's responsibility)

To improve the gap in attainment between disadvantaged and non-disadvantaged in Reading and Writing so that more children attain national standards by the end of KS2

		Reading		Writing	
		Aut 2	Sum 2	Aut 2	Sum 2
Year 2	All	46%	56%	38%	42%
29	PP	37%	50%	23%	32%
	Non PP	52%	61%	48%	50%
	Gap	15%	11%	25%	18%
Year 3	All	20%	55%	34%	34%
46	PP	14%	49%	25%	28%
	Non PP	30%	65%	47%	46%
	Gap	16%	16%	22%	18%
Year 4	All	40%	50%	48%	44%
34	PP	43%	59%	43%	44%
	Non PP	37%	42%	53%	45%
	Gap	6%	19%	10%	1%

The data shows that the gaps in reading between disadvantaged and others are decreasing over time. The gaps in attainment reading for Year 4 shows that PP (59% AR) compared to non-PP (42%) and Year 5 disadvantaged reading attainment is 68%. The gaps in attainment for writing for disadvantaged children have remained a challenge this year.

Therefore, this outcome remains a key focus of our pupil premium strategy 2024-27 and we will continue to fund disadvantaged children's reading by offering early morning readers, interventions for phonics and Early reading.

Progress in Reading and Oracy

The key changes to our approach for 2023-24 were:

- A Communication Hub provision to be offered to support non-verbal children across school of whom all are children with PP and SEND.
- Tuesday Oracy Assemblies will be offered across school lead By DHT and AHT using the principles of 'Voice 21'

Our Pupil Premium Pupil voice showed:

- Children are very positive about school and the adults that they know in school

- Children felt proud about and could identify what they were getting better at.
- 100% of groups could tell me about what they have been learning recently; responses exclusively focused on English, maths and reading

Our case studies show that the progress and well-being of the children in our communication hub is high and the parent voice was very positive. Our behaviour data shows that the incidents significantly declined for all the children in this unit.

The progress in attention and listening, speaking and reading comprehension for disadvantaged children was expected or above for 90% of children. However, the gap in attainment for PP children in EYFS is significant and will continue to be a key priority in EYFS.

A key focus for our PP Strategy 2024-27 is to use the latest evidence around adaptive teaching and scaffolding to support to our disadvantaged pupils to achieve and overcome challenges including lower levels of oracy and language.

To ensure children are ready to learn by addressing any issues linked to well-being and mental health

Our disadvantaged pupil voice showed;

The way they talked about the adults demonstrates that they know adults well and that relationships are trusting and consistent

The majority of children were positive about their learning and lessons, and the opportunities that are available to them (clubs, emotional support, access to trusted adults, etc.)

Referrals for counselling with our school counsellor;

There have been 60 referrals for counselling made this academic year.

Out of the 60 children referred: -

43 children received short term, long term or art therapy counselling intervention and/or therapeutic groupwork.

90% Of these were disadvantaged pupils

Molly our therapy dog has a focus on our children with PP funding.

This year has also seen an increased number of individual referrals from either the Sendco, School Counsellor or teachers with 15 children being seen on an individual basis (over 86 sessions).

The biggest increase has seen a 500 percent increase in self-referrals (bubble time slips) to see Molly with 1022 children being seen this year (up from 200 last year). Year 3/4 have been the most enthusiastic (and vocal). Comments like 'Seeing Molly has made my day' and 'Molly makes me happy' are often voiced.

Our focus on pupil personal development this year ensured all particularly our most vulnerable pupils access a wide, rich set of experiences in a coherently, planned way.

All PP children offered a residential experience;

- Year 2 – sleepover in our Sports Hall (Brocklewood)
- Year 4 -sleepover in hall and campfire at Brocklewood
- Year 5 – One night residential: The Scout Hut, Rear of 200-206 Wigman Road, Bilborough, Nottinghamshire, NG8 4AB

- Year 6 One night residential: Walesby Activity Centre Nottingham

All teachers provided an after school extra-curricular club e.g., cookery, gardening, orienteering, board games club, sewing club, sports clubs offered to all children including Sport Festivals (all PP children offered at least one experience this year). All teachers provided an impact review including research for this at the end of the year;

e.g. **Impact of Cookery club**

11/12 children that attended cooking club were PP children. Cooking club has had a positive impact on 7 out of those 11 children.

Child Voice

Out of the eight children that answered my questionnaire about the impact of cooking club:

- All eight children said that they felt cooking club helped them to come to school on the Monday, with one child saying, 'It was something to look forward to at the end of the day'.
- All eight children on a scale of one to five rated the cooking club a 'five' with children saying comments like 'It was AMAZING!' 'I hope I can come next time, and I love coming to school more everyday'.
- Four children reported that they did some cooking at home (pizza wheels, cheese straws and flapjack).

Leaders' observations and assessments demonstrated that pupil wellbeing and behaviour improved over the course of last year as a direct consequence of the Learning Mentors.

The establishing of Learning Mentors meant that:

- groups and individuals could receive regular targeted support for behaviour / emotional wellbeing (e.g. 'Zones of Regulation' training)
- children had regular access to a safe space if they began to feel overwhelmed
- relationships with families with challenging circumstances could be developed further
- staff received thorough and evidence-based CPD related to behaviour management

A key focus for our PP Strategy 2024-27 is to continue to support our PP children particular with SEMH needs ensuring they are ready to learn by addressing any issues linked to well being and mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.