

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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	494
Proportion (%) of pupil premium eligible pupils	45.9%(211)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 21 Reviewed and Edited Sept 2022 Reviewed and edited November 2023
Date on which it will be reviewed	November 2024
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	Estimated £314,632
Recovery premium funding allocation this academic year	£32,045
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	£346,677

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. As such, 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.

Following the impact of missed face to face schooling Covid-19, gaps widened for our most vulnerable children by July 2021 and are therefore the focus of all our school's development work. **This year** our focus will be to ensure that the teaching across the curriculum is precise, responsive and progressive, ensuring all children make excellent progress from their starting point, ensuring that all children make excellent progress from their starting point in all core subjects (RW,M). We will continue to ensure our teaching and learning and lesson design and sequencing enables **all** our pupils, particularly our most vulnerable groups (PP, SEND and boys) to achieve their full potential. We will also further strengthen relationships within our school community to improve attendance and ensure all stakeholders feel safe and secure. This year we will focus on pupil personal development ensuring all particularly our most vulnerable pupils access a wide, rich set of experiences in a coherently, planned way. In line with our school development plan our pupil premium strategy ultimate objectives are:

- To improve outcomes in reading and writing through first quality teaching, providing high quality feedback and targeted academic support.
- To develop strong communication and language skills by teaching evidence based Oracy strategies.
- To provide high quality targeted support and interventions ensuring children are taught the right concepts at the right time to make accelerated progress.
- To adopt wider strategies based on evidence, to improve attendance, behaviour and pupils' personal development.

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 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.

School Context

Brocklewood Primary and Nursery School is located within the City of Nottingham. Nottingham ranks 9th out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score). Pupils attending Brocklewood have an average IDACI deprivation score of 0.41 (based on residence).

Pupil Residence (IDACI national rank of LSOA):

- 19.2% of Brocklewood pupils reside in LSOA which are ranked in the most deprived 1% of LSOA nationally, compared to 4.7% of Nottingham city pupils.
- 80.7% of Brocklewood pupils reside in LSOA which are ranked in the most deprived 5% of LSOA nationally, compared to 25.2% of Nottingham city pupils.
- 85.8% of Brocklewood pupils reside in LSOA which are ranked in the most deprived 10% of LSOA nationally, compared to 43.7% of Nottingham city pupils.
- 95.9% of Brocklewood pupils reside in LSOA which are ranked in the most deprived 30% of LSOA nationally, compared to 81.8% of Nottingham city pupils.

This means that 41% of pupils may be 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 PP pupils' attendance is lower than that of non PP, There is a significant number of PP pupils who are PAs
2	Communication and Language and Literacy Attainment on entry Our children arrive with Oracy skills that are below expected standards. The proportion of PP pupils whose attainment on entry in Literacy and Communication and language is BELOW is higher than for those who are non-PP
3	Prior Attainment in reading and writing The proportion of PP pupils attaining ARE in reading and writing across school is lower than the proportion of non-PP pupils attaining ARE in these areas
4	Social and Emotional Wellbeing There are a number of PP 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 in school.
5	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 for disadvantaged so that it is closer to the attendance for non-disadvantaged (gap narrows from 3.3%)	Attendance data reviewed daily to offer support to the most vulnerable • Home visits to PA • Walking bus offered • Breakfast Club offered Attendance data reviewed weekly with interventions for targeted children – HT and learning mentor. Learning and well being support offered by learning mentor Class teacher to monitor attendance and engage with parent, pastoral team and SLT HT ,PP lead meet Learning mentor to focus in on PP attendance every half term and put interventions in place
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	Pupils outcomes in reading and writing will be closer to National Expectations by end of KS2 and exceeding progress will be made Gap between disadvantaged and non - disadvantaged has narrowed in all year groups so that in Year 6 the gap is very small
Progress in Reading and Oracy	All teachers will be graded as at least good All teachers will be effective in the delivery of evidence based Oracy teaching strategies Data indicates that a greater proportion of disadvantaged children are passing the phonic screen by the end of KS1.
To ensure children are ready to learn by addressing any issues linked to well being and mental health	All disadvantaged pupils' emotional needs are supported to enable them to access mainstream education.

	Children are able to self-regulate their emotions so that they can access the full curriculum Children make expected or above progress in Reading, Writing and Maths
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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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed QFT by; -providing regular CPD opportunities to sustain and enhance scaffolding techniques to support 'struggling learners with a focus on RTST model - Resource, Task, Support, Response -providing regular CPD to develop staff pedagogical knowledge on ALF, planning small sequential planning, adaptations to planning bespoke to suit own class - Instructional coaching - T&L briefings using 'experts in the room' See SDP 2023-24	Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. EEF's guidance -Teacher's feedback to improve pupils learning suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.	2, 3
Use instructional coaching to support all new staff in EYFS and KS1 to embed the 'Little Wandle' phonic programme to	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/educationevidence/	2,3

improve early reading and phonics in Foundation and KS1 Provide targeted phonic intervention in EYFS Years 1,2 &3,4 Reading lead to provide CPD and coaching to support interventions for phonics in KS2	teaching-learning-toolkit/phonics	
Continue to support and develop the teaching of writing by having it as a focus for CPD and monitoring lead by English through the introduction of a TLR leads for writing and reading. CPD for teachers so that they can design lesson sequences to enable vulnerable pupils to achieve their potential in writing.	EEF Guidance -Improving Literacy in KS1 Improving Literacy in KS1	3
Empower pupils to use their voice and improve Oracy skills through effective speaking and listening skills in all lessons. Oracy assemblies developed each week by DHT &AHT to deepen oracy skills Continued Oracy CPD provided by T&L AHT Oracy lead to provide bespoke CPD for ECTs and new staff as the expert on	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 access subject content in a more deep and meaningful way ‘ ‘Oracy narrows gaps enabling less advantaged students to fulfil their potential’	2

supporting oracy in all lessons .		
Deliver regular one to one coaching for class teachers by PP lead 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
Additional Teaching Capacity in Year 12 and Year 6 Use of SLT to teach and support T and L development in each phase.	Additional teaching capacity supports meeting the needs of our most vulnerable learners. https://www.gov.uk/guidance/supporting-pupils-wellbeing	

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

Budgeted cost: £ 130,000

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	2,3,4,5
Quality intervention directly linked to Little Wandle		2,3,4,5

phonics scheme targeted at pupils' gaps- pupil premium pupils prioritised		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £146,677

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	https://www.gov.uk/government/publications/absence-andattainment-at-key-stages-2-and-4-2013-to-2014 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. If the The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance. https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-forschools-and-local-authorities	1
Emotional Well being ELSA - learning mentor	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	4

• Pastoral Team • School Counsellor • Bubble Time • Well being Interventions	SENCO, our school councillor and our pastoral team provide support for children with multiple needs including disadvantaged pupils with SEND. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation	
Readiness to learn and behaviour • Behaviour mentor • Roots to Inclusion - pupil voice	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions	4
Ensure all children can access a variety of opportunities including visits, visitors, events and community links. Subsidise residential visit and visits per year by £10 for all children. Disadvantaged children to have equal access to 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. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf	4,5

Total budgeted cost: £346,677

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 2022 to 2023 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

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 is used to support those families who re struggling with attendance which has had a positive impact for those attending 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)

Head teacher had Emotional School Based Avoidance Training from 'Virtual Schools'

Attendance /Learning Mentor provided ELSA for F2 ,Year 1&2 (PP poor attendance children were targeted)

	Autumn 22	Spring 23	Summer 23
	94.18%	93.12%	93.14%
PP	92.7%	91.63%	91.25%
Non PP	95.9%	94.64%	94.96%
PAs PP	23.8%	33.2%	31.75%
PAs non PP	10%	15.53%	15.57%

There has been an improvement in overall PP attendance however the gap in the rates of attendance for PP pupils against non PP pupils remains significant particularly for PAs Therefore this remains a key priority of the pupil premium strategy.

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

Continuing to engage teachers and other staff so they understand that attendance is everyone's responsibility

Continuing 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

The early intervention and support for Foundation has showed that there is not a gap for PP who are outperforming non-PP.

GLD 54% PP 63% Non PP 45%

The gap in attainment for Phonics screening have improved:

2022 Phonic Screen Pass 58% PP 43% non PP 74%

2023 Phonic Screen Pass 68% PP 63% non PP 71%

The gaps in attainment for **writing** have remained a challenge this year and in reading in some year groups (Year 2, 4 and 6) .

The gaps in attainment **reading** for Year 3 shows that PP (58% AR) compared to non PP(53%) and Year 5 there is no gap.

Therefore, this outcome remains a key priority of the pupil premium strategy. As our data shows that our progress towards reducing the gap in attainment and reading has shown a reduction in the gap particularly in EYFS and Year 5 so we will continue to have PP reading as a focus for our early morning readers and interventions for phonics and early reading.

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

- Our focus will be to ensure that the teaching across the curriculum is precise, responsive and progressive, ensuring all children make excellent progress from their starting point, ensuring that all children make excellent progress from their starting point in all core subjects(RW,M).

- Develop CPD to develop staff pedagogical knowledge on AfL, planning small sequential planning ,adaptions to planning bespoke to suit own class
- Use of Instructional coaching.
- T&L briefings using ‘experts in the room ‘

See SDP 2023-24

Progress in Reading and Oracy

The progress in reading and Communication and Language for F2 was very strong and most PP children made expected or above Progress in all areas of the curriculum

PP pupils making above progress in

Word building 68% Writing 64% Building relationships 64%

‘The development of the pupils’ oracy skills is a central component within the school’s curriculum, so that pupils can express their learning successfully. Through a planned programme, pupils are encouraged and supported to become both confident and articulate. For example, members of the school council could explain how retrieval techniques enable them to remember things they have learnt’ Challenge Partnership Review Jan 21

‘Leaners have prioritised the teaching of early reading and phonics ‘ See Ofsted March 2023

The progress in reading and oracy remains a key priority for the pupil premium strategy in 2023-24.

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

- 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’
- Oracy Lead will join the Transform Trust Oracy Group to share best practise across schools within the Trust

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

82% of Pupil Premium pupils scored 3 or above (moderate, high or very high) for wellbeing and involvement on using the Leuven Scales in Summer 2023. 49% scored 4 or 5 (high or very high).

Leuven scales for wellbeing and involvement are tracked termly and are discussed at pupil progress meetings to ensure all pupils with low or extremely low wellbeing or involvement scores have support and intervention (ELSA, counselling, referral to MHST, sports mentor nurture groups, gardening groups, forest schools)

Our full time counselling support provided therapy for 33 children of which 31 children who received PP funding (90%) Molly our therapy dog has seen over 200 children this year with a focus on our children with PP funding .

All pupils belong in class and do the vast majority of their learning in class with bespoke scaffolding, provision and support to be able to succeed.

'The school provides a strong package of support for those benefiting from pupil premium funding. The behaviour mentor, learning mentor, and attendance officer all contribute to this work. The dedicated pastoral support team also includes Molly the therapy dog. The school maintains an open door policy for targeted children, so that everybody knows their needs and how they are being supported.' See Challenge Partners review Jan 2023

Wellbeing and mental health to support readiness for learning remains a key priority for the pupil premium strategy in 2023-24.

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

- Two more TAs to be trained in ELSA to enable more children to access this intervention.
- A coherent programme of enrichment which is purposeful and progressive and supports their learning, life experiences and ambition will be a priority this year. All teachers will provide an after-school enrichment club with a focus on PP children being invited and provide an impact review on this club for these children. See SDP 2023-24

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.