

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Brockholes Wood CP
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	102/241 42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2023-March 2026
Date this statement was published	April 2023
Date on which it will be reviewed	April 2026
Statement authorised by	Miss N Barber (Headteacher)
Pupil premium lead	Mr R Harding
Governor / Trustee lead	Mrs D Sowerby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,265
Recovery premium funding allocation this academic year	£840 per pupil (£85,680)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year academic year	£224,945

Part A: Pupil premium strategy plan

Statement of intent

- Brockholes Wood School operates with a vision statement that reads “Shaping Little Lives into Bright Futures” and our pupil premium strategy is informed by this. Using informed approaches from sources such as the EEF - as well as our own in-school information - we have targeted our strategy at the areas bespoke to our school and the catchment around us.
- We aim to provide a wide range of support in both academic and wider circumstances.
- In this strategy you will find inclusion and development to be core principles.
- The strategy sets out our process of using data to identify the successes and the target areas for our Pupil Premium children.
- There is a clear rationale between these needs and the way in which the Pupil Premium funding is used, including additional staffing, cultural visits and the widening-of-the-world experiences for those children covered by this strategy.
- The overarching principles are targeted and relevant support, closing of gaps in attainment and progress and the widening of experiences available to our children.

Challenges

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

Challenge number	Detail of challenge
1	The ongoing impact of missed education due to the world wide pandemic and its effect on the attainment gap and mental health
2	The gaps in attainment and progress for disadvantaged pupils.
3	Lack of access to enrichment activities for our disadvantaged pupils and their families.
4	Financial constraints for families of disadvantaged pupils in relation to enrichment activities.
5	Providing innovative approaches to engaging and enriching teaching resources to aid all of the above.
6	Lateness and attendance issues amongst disadvantaged 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
Increase attainment in maths, phonics and reading across school	Imperial evidence of closed gaps in attainment and progress for disadvantaged pupils.
Provide a wide range in-school enrichment opportunities.	Enrichment activities occurring in school which improve academic engagement and cultural capital.
Provision of support to remove the financial barrier for disadvantaged children attending external enrichment opportunities.	A greater proportion of disadvantaged pupils attending enrichment opportunities where there is a cost.
Improved statistics for lateness and attendance for disadvantaged pupils.	Lower percentages of lateness and non-attendance for disadvantaged pupil group.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Technology investment (including hardware, software and CPD on effective use) for teaching staff.	<p>https://reform.uk/research/beyond-gadgets-edtech-help-close-opportunity-gap</p> <p>School have committed to providing a full class set of iPads per key stage, and will seek to add additional iPads so that each class has a specific iPad for the use of staff to record non-written learning opportunities.</p> <p>School has also committed to CPD to improve the teaching of the subject within school. This comes in the form of two twilight INSET sessions in Autumn term.</p> <p>https://reform.uk/research/beyond-gadgets-edtech-help-close-opportunity-gap</p> <p><i>“For technology to improve outcomes for the most disadvantaged pupils, schools can provide teachers with the skills to use technology effectively in the classroom.”</i></p>	1-2-3-4-5

Provision of iPads per child and also per classroom will be supplemented with the provision of iPads for disadvantaged children should there be a further closure of schools.	Only 12% of children have access at home to comparable devices. Provision of devices for disadvantaged children would provide improved remote learning opportunities for these children and help to avoid further gaps in learning worsening in such circumstances. <i>(Source: School led survey during pandemic 2020)</i>	1-2-3-4-5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41,979

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing skilled teaching assistants within school to ensure support for targeted intervention and support.	EEF identifies this as a highly effective use of Pupil Premium money. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants <i>"Use TAs to deliver high quality one-to-one and small group support using structured interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes".</i>	1-2-3-4-5-6

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

Budgeted cost: £52,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing learning mentor support for behaviour, attendance and parental engagement of disadvantaged</i>	Attendance prior to Covid maintained around 95-96%. Persistent absentees targeted based on pre-Covid SIMS data. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies?utm_source=/support-for-schools/school-improvement-planning/3-wider-strategies&utm_medium=search&utm_campaign=site_search&search_term=wider%20str	1-6

<p><i>pupils and their families.</i></p>	<p><i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways'.</i></p>	
<p><i>Whole-school focus on Growth Mind-set to include CPD for all teaching and teaching support staff.</i></p>	<p>A key element to the recovery curriculum for our school is the social, emotional and mental health of the children. Growth mind-set is our focus area for giving the children coping skills and encouraging a positive attitude in the school environment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p><i>"It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates".</i></p> <p><i>"Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education".</i></p> <ul style="list-style-type: none"> • Reinforce SEL skills through whole-school ethos and activities • Integrate and model SEL skills through everyday teaching • Teach SEL skills explicitly 	

Total budgeted cost: £94,630

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.

Assessment details relate to internal end-of-year assessments. They are being used in school as a KAP in the absence of End of Key Stage data post-pandemic.

Years 1-6

Summer Term 2023

	Whole school percentages for ARE		
	%		
Term	Reading	Writing	Maths
Summer (DAP)	58/93 62%	57/93 61%	57/93 61%
Summer (Non DAP)	72/103 69%	64/103 62%	68/103 66%

Data suggests that overall, the disadvantaged group are in line with or just below the non-disadvantaged group. The premium is used effectively to support learning in all areas of the curriculum.

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
School Led Tutoring Programme	Conexus

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?	No service pupils
What was the impact of that spending on service pupil premium eligible pupils?	N/A