

Pupil Premium Action Plan April 2023-March 2024

Overall Targets	
To improve attainment for disadvantaged pupils in reading and spelling, in particular the disadvantaged boys group across school.	
Current Situation	
<p>Brockholes Wood School is a community primary school at the top of Brockholes Brow in Preston. It provides an environment where the vision statement "Shaping Little Lives into Bright Futures" encompasses the ethos. It is a vibrant school, which continues to develop not in only in terms of standards but also in approaches to curriculum development and inclusion.</p> <p>In addition there is a 25 place nursery which provides sessional care for 3-4 year olds within our school setting. It is run by a teacher and a Level 3 teaching assistant providing high quality learning experiences within the EYFS curriculum. This provides a seamless transition in to our Reception class. We also have Brockholes Badgers Breakfast and After School Club which the school also runs; providing high quality child care, to help our working families.</p> <p>The school has close to 42% DAP and is in the highest quintile for eligibility. Pupil premium funding is used to support disadvantaged pupils who have met the eligibility criteria now or in the past 6 years with the intention of narrowing the gap between disadvantaged pupils and those who are not.</p> <p>Increasing the ratio of teaching assistants in each class enables effective intervention for phonics, reading, writing and mathematics. Improving access to high tech resources, subsidising visits in and out of school including residential visits, together with extending the role of the Family Liaison Officer to support attendance, have all impacted positively on pupil attainment and achievement. (The above is based on wide-ranging research, notably that completed by the EEF- (https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium))</p>	
2022 Data Analysis	Summary
<ul style="list-style-type: none"> 2022 data is based on internal Autumn term data which has been moderated by the Deputy Head teacher and also formed part of the pupil progress meeting process to ensure consistency and accuracy. 	<ul style="list-style-type: none"> Whole school data shows that DAP children under attain across all subjects without significant bias to one of the three core areas. Writing is lowest in Y3, Y4 and Y6 which are classes with the most additional needs or that have been particularly affected by Covid.

	RD	WR	MA
Whole School % ARE DAP	65/101 64%	63/101 62%	64/101 63%
YR	80%	80%	80%
Y1	73%	82%	73%
Y2	82%	82%	91%
Y3	50%	55%	55%
Y4	46%	23%	23%
Y5	75%	75%	75%
Y6	56%	50%	50%

- Y3, Y4, Y6 return the lowest Reading attainments for DAP children; a new Reading scheme is being instigated across the school, with focus on KS1 in response to this and targeted intervention in KS2 including the NTP for support
- Y4 present the lowest attainment for DAP children in Maths. Y4 have had the greatest amount of disruption due to Covid and also have the highest level of need
- Y4 are significantly below all other cohorts in writing and maths-these children have been split during teaching due to the level and range of need
- There is currently no significant difference between those children who are disadvantaged and those that are not in attainment.

IDENTIFIED BARRIERS TO LEARNING

BARRIER	PROVISION	COMMENT/IMPACT
<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>“The growth in the numbers of TAs has also been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs often providing the key means by which inclusion is facilitated. Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds.” EEF Making Best Use of Teaching Assistants (second edition 2018)</p>		

Lack of parental involvement and interest/supervision	Learning mentor family support, CAF/TAF meetings, IBPs, clear behaviour management policy involving parents early on	Parents have been very supportive of this early intervention and their required involvement. Impact means increased attainment and progress of this group.
Low expectations, motivation, ambition, low self-esteem	Reward systems, praise assemblies, inspirational visitors to school e.g. Paralympian, reward events, star TP badges	Individual reward systems in place for targeted children
Poor attendance and punctuality	PAST involvement, weekly attendance cups, gold 100% attendance badges, termly attendance panel meetings with parents, Learning Mentor identifies disadvantaged pupils with poor attendance and alerts class teacher to their percentage attendance and devises strategies to address motivation.	Working closely with parents and LA attendance officer, attendance panels, class teachers. Impact means the gaps are narrowing for the DAPs.
Cultural capital.	Enrichment opportunities outside of school can be lacking.	Knowledge of their local and regional area is lacking.
Holidays taken during term time Re-bookings due to holiday postponements (Covid)	PAST involvement	Followed up with penalty notices where appropriate
Distance travelled to school - lateness	PAST involvement	
Anti-social behaviour outside school	MASP, CFWB support, individual reward charts, class rewards, Values assemblies, clearly adhered to behaviour policy in school	Good relationships with local PCSOs, long serving learning mentor with positive community relationships
Lack of good male role-models	Family support	Sports coach employed, was an ex-pupil with own business Another ex-pupil completed a research project on outdoor learning
At risk of exclusion	PRU, CAMHS, PAST, PCSO, Ed Psych, CSC etc. 1:1 support, counselling, school nurse, parenting support	Permanent exclusions are rare and fixed-term exclusions are at 1.5%

Actions Pupil Premium: Apr 22 – Mar 23 £139,265/annum	Key Personnel	Others Involved	Funding/ cost £	Success Criteria	Review/Progress/ Impact	Governor Monitoring & Impact
Focus on closing identified gaps between the attainment of DAP children and their expected year group attainment. At the same time, maintaining the progress made in closing gaps in Reading attainment between DAP and non-DAP children.	HT, SLT	Teaching Assistants	X3 L2 Teaching Assistants £13,993 each Total £41,979	Maintaining positive comparisons in behaviour for reading. Closing the gaps in maths and writing attainment.		
Cultural capital visits and workshop with a variety of visitors into school.	HT	Subject Leaders	£10,000	Enrichment activities to improve cultural capital		
Curriculum enrichment in the arts – music tuition	HT	External company	£10,000	A greater proportion of enriching experiences catered for.		
Technology and software (including subscriptions) for teachers to enhance learning in the classroom	SLT	Staff	£18,135	Improved learning platforms and enrichment across all subjects		
Outreach support to reduce exclusion	CB	REACH PRU placement	£15,000	Exclusion percentage is reduced further		
To provide an aspirational residential outdoor education opportunity.	SLT Y6	Staff	£6,500	Providing the opportunity to experience outdoor education alongside the wide ranging benefits of residential elements.		

Learning Mentor support	CBik		£32,651	Behaviour and attendance maintained to a good standard e.g. target of 97%		
PAST involvement	CBik	LA Learning Mentor	£5,000			
		TOTAL	£139,265			