

# Pupil premium strategy statement 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	Brockhurst Primary School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2021- Reviewed and adapted December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Shobana Kohli
Pupil premium lead	Shobana Kohli
Governor / Trustee lead	Kass Hawkley Vice Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,609
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium Strategic Principles**

Our intention is to raise aspirations for all children in our school, ensuring that all children receive high quality teaching and learning to enable them to make good progress and broaden their life choices is integral to this.

There is a high proportion of children in receipt of the pupil premium who are also on the SEND register, therefore it is important that all teachers are confident to meet the needs of individuals within their classes through high quality inclusive practice. Quality first teaching improves outcomes for all children. Our focus on responsive teaching through the use of assessment for learning, high quality feedback and scaffolding is intended to ensure that all our children are sufficiently supported and challenged so that learning is accessible and interesting.

Children being able to read is vitally important and enables them to access future learning and develop communication skills necessary for the world of work. We know that this journey starts with early reading and so have focused on ensuring that we fully embed a systematic synthetic phonics programme in EYFS and KS1, alongside developing the teaching of reading for fluency and comprehension at KS2.

A high proportion of our children with SEND have Social, Emotional, Mental Health (SEMH) as an area of need. We know that their ability to be 'Ready to Learn' impacts the progress they make at school and can also impact that of others. Through adoption of THRIVE, Trick Box and the development of staff knowledge around trauma and attachment our aim is to build strong relationships and give children the skills to feel safe and access school life.

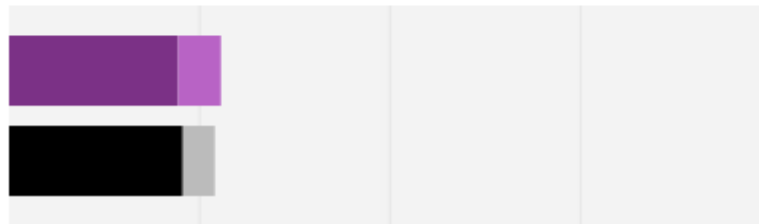
Brockhurst Primary School serves a large naval community and often receive families mid-year due to parental deployment. It is important for us that these families feel welcomed into our school and quickly have a sense of belonging within our school community. Having the correct school uniform, a support network of peers and parents as well as a strong pastoral team to cater for children's wellbeing all contributes to a family's ability to settle and engage with school quickly.

### DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
R	2	5	7	£10,185
1	3	8	11	£17,080
2	10	13	23	£34,875
3	8	9	17	£24,735
4	10	18	28	£39,285
5	11	7	18	£26,190
6	9	13	22	£34,090
Other	0	0	0	£0
Unknown	0	2	2	£4,320
<b>Total</b>	<b>53</b>	<b>75</b>	<b>128</b>	<b>£190,760</b>

### SEN PROVISION (K/E)

DIFFERENCE  
+0.8%



SEN Support: ■ 22.2%, ■ 22.8%  
SEN EHC Plan: ■ 5.6%, ■ 4.2%

27.8% (35) of your disadvantaged pupils have a SEN provision, 0.8% higher than the national of 27.0%.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social, emotional, mental health issues and resilience causing barriers to learning and poor learning behaviours (ACEs,</b>

	<b>Attachment)</b> as indicated by an increased proportion of SEND with SEMH need.
2	<b>Language deficit; children start school with poor vocabulary and oral communication skills</b> as indicated in our reception baseline assessments and work with feeder preschools.
3	<b>Economic and environmental restraints at home results in some children needing their basic needs met before they are ready to learn.</b> We are aware of this through conversations with our families, and an increased proportion of FSM applications.
4	<b>The need for all children to make rapid progress through high quality, inclusive teaching and learning.</b> End of KS1 and KS2 outcomes show the need for rapid progress to be made in order for children to fill gaps and attain highly.
5	<b>Lack of access to a broad range of cultural opportunities outside of school.</b> Conversations with our children and families reflect the feeling of financial limitation.

## 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
Improve outcomes at end of EYFS and KS1 related to communication, language and literacy, personal, social and emotional development and physical development.	<p>Triangulation of evidence shows an improvement in communication, language and literacy, personal, social and emotional development and physical development at the end of EYFS. <b>CLL above National 98.8%</b></p> <p><b>Gap between disadvantaged and non-disadvantaged children in school at the end of EYFS is no more than 10% in prime and specific areas. (Prime -9.1% gap, Specific +10.1% 2023)</b></p> <p><b>Improved phonic screening check outcomes at the end of Year 1 to bring at least in line with the national average (76% in 2022)</b></p> <p><b>Internal data shows that where children have gaps in their phonic knowledge, rapid progress is made through class based, small group and 1:1 interventions.</b></p>
Improved access for disadvantaged pupils, and participation in, to enrichment activities.	Financial circumstances are not a barrier to children's participation in enrichment activities.

	<p>All children attend the Year 4 and Year 6 residential (unless a non-financially based reason that they should not).</p> <p>At least 40% of the free school clubs are attended by disadvantaged children.</p>
<p>Improve end of KS2 outcomes for disadvantaged children.</p>	<p>Children close gaps in learning rapidly due to timely, appropriate, high quality intervention demonstrated through internal progress data including standardised testing and pre/ post assessments.</p> <p>Children are confident and engaged in their learning in the classroom and able to use the strategies that have been taught during intervention.</p> <p>End of KS2 outcomes in 2024-5 are at least in line with national (2023 outcomes in line) and the gap between disadvantaged children and non-disadvantaged in closing or children have made significant progress from their starting points. (Gaps closing in GPS and writing 2023)</p>
<p>Improved whole school understanding of the impact of developmental trauma and approaches to support children to develop appropriate problem solving skills/strategies.</p>	<p>Staff feel confident in using the THRIVE approach and this is evident in interactions with children.</p> <p>Children feel safe at school and supported to make things right when challenges arise. School attendance data for disadvantaged pupils will be no more than 5% (currently 6.8%). (currently disadvantaged attendance above National average at 92.7%)</p> <p>Children are able to de-escalate when heightened more quickly and there will be a reduction of disruptive incidents by at least 10%.</p> <p>Identified children are able to more effectively access learning on a daily basis and deal with challenge, increasing their time in class.</p>

## 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: **£63,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed</b> a consistent understanding of quality first teaching, scaffolding and effective feedback through:</p> <ul style="list-style-type: none"> <li>• Ongoing CPD- staff meetings and INSET days</li> <li>• Participation in the MITA project</li> </ul>	<p><a href="#">EEF Teaching and Learning Toolkit</a></p> <p><a href="#">Great Teaching Toolkit</a></p> <p><a href="#">EEF Recommendations for Effective Feedback</a></p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p> <p>There is a strong evidence base to suggest that high-quality teaching including rich classroom discussion and teacher feedback, are inexpensive to implement with high impacts on attainment and language development.</p>	4
<p><b>Initiate</b> engagement with the local English Hub in order to refine the teaching of phonics and early reading in EYFS and KS1.</p>	<p><a href="#">EEF Phonics</a></p> <p><a href="#">EEF Improving Literacy Recommendations</a></p> <p>Working with the local English Hub to ensure fidelity to the SSP and a focus on the children making the slowest progress.</p>	4
<p><b>Sustain improvements</b> from participation in EYFS County Project and engagement with HIAS to adapt provision in KS1 to better meet the needs of our children.</p>	<p>Improving oral language has a high impact on pupil outcomes.</p> <p><a href="#">EEF Oral Language</a></p> <p><a href="#">EEF Improving Literacy Recommendations</a></p>	2
<p><b>Embed</b> our chosen DfE validated Systematic Synthetic Phonics programme (Little</p>	<p>Phonics approaches have consistently found to be effective in having a positive impact on the accuracy of word reading and early reading.</p>	2,4

Wandle) to secure stronger phonics teaching and improve reading outcomes.	<a href="#">EEF Phonics</a> <a href="#">EEF Improving Literacy Recommendations</a>	
<b>Embed</b> the HIAS Reading Toolkit and develop a consistent approach to Whole Class Reading at KS2 to include specific vocabulary instruction.	The HIAS reading toolkit promotes dialogic activities to improve reading skills and strategies. There is strong evidence to suggest the high impact of teaching reading comprehension strategies. <a href="#">EEF Oral Language Interventions</a>  <a href="#">EEF Improving Literacy in KS2 Recommendations</a>	2, 4
<b>Initiate</b> systems and processes to develop a culture of reflective practice which is self-sustaining through: <ul style="list-style-type: none"> <li>Establishing an ongoing coaching system targeting Teaching and Learning</li> <li>Working collaboratively with other schools through a programme of peer review</li> </ul>	Collective Teacher Efficacy ( <a href="#">CTE</a> ) has been identified by John Hattie as the number one influence related to student achievement.  <a href="#">Schools Partnership Programme</a> (Education Development Trust)  <a href="#">EEF Effective PD Recommendations</a>	4

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

Budgeted cost: **£53,190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embed</b> targeted interventions with LSAs, including paired reading, precision teaching and Phonics Rapid Catch Up to enable rapid progress and close gaps.	There is a strong evidence base to suggest that specific targeted interventions, delivered with precision have positive impact on progress and attainment. <a href="#">EEF One to One Tuition</a>  <a href="#">EEF Phonics</a>	4

	<a href="#">EEF Making Best Use of Teaching Assistants</a>	
<b>Initiate</b> targeted teaching for children with specific, complex SEND to teach appropriate skills for learning in the classroom.	Guidance suggests that the intensity of the intervention should increase with the level of need. <a href="#">EEF Special Education Needs in Mainstream Schools</a>	4
<b>Initiate</b> work with Premier League Primary Stars to mentor specific individuals and increase engagement with school.	There is a strong evidence base to suggest that specific targeted interventions, delivered with precision have positive impact on progress and attainment. <a href="#">EEF One to One Tuition</a>	1,4

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

Budgeted cost: **£90,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embed</b> THRIVE practitioner training and whole school approach to promoting social and emotional wellbeing	Whole school approaches and targeted interventions have positive impacts on engagement and learning. <a href="#">EEF Behaviour Interventions</a>  <a href="#">THRIVE</a>	1
<b>Embed</b> the role of Mental Health and Wellbeing Lead.	It is well understood that mental health and wellbeing influences a child's ability to engage with school and learn effectively. <a href="#">Promoting children and young people's mental health and wellbeing</a>	1
<b>Sustain</b> provision for Social & Emotional Learning Support (Ready to Learn / Learning to Learn Groups, ELSA and FEIPS training and	There is extensive research around the importance of children being able to articulate their feelings and process trauma in order to learn effectively. <a href="#">EEF Guidance Report- Social &amp; Emotional Learning</a>	1

supervision as well as funding for a school counsellor).	<a href="#">Effectiveness of School Counselling</a>	
<b>Sustain</b> initiatives to meet children's basic needs through Magic Breakfast Scheme & Nurture Lunch Provision to enable access to learning.	Maslow's hierarchy of needs evidences that children who have had a good breakfast, feel a sense of safety and belonging, and have had their basic needs met are more likely to be 'ready to learn'. <a href="#">EEF Improving Behaviour in Schools</a>	3, 1
<b>Sustain</b> funding towards a full time Home School Link Worker to promote attendance as well as outreach and support for families.	Good levels of school attendance are important for continuity of education and improved levels of attainment. <a href="#">DfE Improving School Attendance</a>	1
<b>Embed</b> and continue to develop new style of Service Families Club 'Super Troopers' to meet the social and emotional needs of our service families.	To promote a sense of belonging amongst members of our service community, ensuring that service children's diverse voices are heard and they feel valued within the school. <a href="#">Thriving Lives Toolkit</a>  <a href="#">Service Premium- Best Practice Examples</a>	1
<b>Sustain</b> funding to ensure enrichment and participation in the wider curriculum, including contributing to a school uniform fund.	Engagement with school promotes higher levels of attainment. <a href="#">Social Mobility Commission- An Unequal Playing Field</a>	5

**Total budgeted cost: £206,790**

## 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.

2023 Outcomes	Disadvantaged	GAP	Non-disadvantaged	GAP 2022 Outcomes (↑↓ difference)
<b>GLD</b>	71.4%	-1.8%	73.2%	-23%↓
<b>Year 1 Phonics</b>	54.5%	-36.7%	91.2	-31.9%↑
<b>KS1 Reading</b>	33.3%	-33.3%	66.7%	-27.6%↑
<b>KS1 Writing</b>	20.8%	-15.5%	36.4%	-30.7% ↓
<b>KS1 Maths</b>	33.3%	-24.2%	57.6%	-34.6% ↓
<b>RWM Combined</b>	20.8%	-15.5%	36.4%	-27.3% ↓
<b>KS2 Reading</b>	54.5%	-22.6%	77.1%	-14.2% ↑
<b>KS2 GPS</b>	31.8%	-2.5%	34.3%	-27.7%↓
<b>KS2 Writing (TA)</b>	63.6%	-13.5%	77.1%	-23.9%↓
<b>KS2 Maths</b>	59.1%	-23.8%	82.9%	-4.8%↑
<b>RWM Combined</b>	50%	-15.7%	65.4%	-11.9%↑

The gap between disadvantaged and non-disadvantaged children in school at the end of EYFS has reduced significantly. In the Prime areas there is a -9.1% gap and in the Specific areas +10.1% in 2023. 71.4% of the disadvantaged cohort achieved a GLD, this is 1.5% higher than the national non-disadvantaged.

The phonics screening check outcomes were significantly improved in 2023 at 82% (above the national 79%). The number of disadvantaged children in Year 1 achieving

the expected standard increased by 25.9% (from 28.6% in 2022 to 54.5% in 2023). Although the gap has decreased significantly in both Year 1 and Year 2 PSC, there is still further work to be done to decrease the gap in phonics.

Internal data shows that where children have gaps in their phonic knowledge, rapid progress is being made through class based, small group and 1:1 interventions, which is reflected in the improved PSC outcomes.

In KS1, although there was a decrease in the gap for children achieving the expected standard in reading, writing and maths, outcomes overall were lower. There are cohort/ contextual reasons for this. Ensuring these children make rapid progress in KS2 will be a focus for pupil premium expenditure.

End of KS2 outcomes significantly improved in 2023 and were broadly in line with national at the expected standard, with GPaS at 81% well above the national 72%. Although there is still a gap with the attainment of disadvantaged pupils, the school's gap to non-disadvantaged pupils nationally has improved by 19.9% (from -35.6% in 2021-22 to -15.7% in 2022-23). The % of disadvantaged children achieving reading, writing and maths has increased by 20% (from 30% in 2021-22 to 50% in 2022-23).

School attendance statistics remain 1.6% greater than the national average of 92.6%. Absence levels of disadvantaged children at the school was 8% in 2022-23, which was 2.9% lower than the national 10.9%.

## Externally provided programmes

Programme	Provider
None	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We relaunched our after school club for Service Families, which was rebranded as 'Super Troopers'.</p> <p>We promoted a key member of staff to lead in this area and work closely with governors and parent helpers to run our Service Club.</p> <p>We hosted a family event at the end of the year to help parents network and raise the profile of Service Children within the community. chrome</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Families gave positive feedback about the events hosted and club attended. Internal data shows that service children attain well as a group within the school.</p>
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