

Pupil premium strategy statement – *Brierley Hill Primary School*

School overview

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 pupil premium spending had within our school.

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	51.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 - 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Russell Bond <i>Executive Headteacher</i>
Pupil premium lead	Tom Amphlett <i>Executive Deputy Headteacher</i>
Governor / Trustee lead	Tim Sunter <i>Pupil Premium Link Governor</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,380 (113 pupils at £1,480 per pupil and 2 post LAC 2 x £2,570)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£172,380

Part A: Pupil premium strategy plan

Statement of intent

At Brierley Hill Primary School, we are committed to ensuring that every pupil, regardless of their background or the challenges they face, has access to high-quality education that enables them to achieve their fullest potential. Our primary aim is to close the achievement gap for disadvantaged pupils, while also enhancing the learning experience for all students across the school.

Our strategy is rooted in the belief that education is a powerful tool for transforming lives, improving future opportunities, and breaking down barriers to success. We are dedicated to providing an inclusive and enriching environment where all pupils can thrive, particularly those facing disadvantage.

Our strategic objectives include:

Closing the Achievement Gap: *Ensuring that all disadvantaged pupils make or exceed nationally expected progress rates, with a focus on closing the gap in both attainment and achievement.*

High-Quality Teaching: *Prioritising exceptional teaching that is responsive to the specific needs of disadvantaged pupils. High-quality teaching is proven to have the most significant impact on narrowing the attainment gap, benefiting all pupils within our school.*

Promoting a Love of Reading: *We believe that a passion for reading is key to academic success. Our strategy includes offering a broad and diverse range of reading materials to nurture a lifelong love of reading and literacy.*

Vocabulary Acquisition and Oracy: *Understanding the pivotal role of vocabulary in learning, our strategy focuses on targeted interventions to develop vocabulary and oracy skills, ensuring all pupils are equipped to succeed in all areas of the curriculum.*

Data-Driven Decision Making: *We use data to monitor progress, identify areas for improvement, and continually refine our approach to meet the specific needs of our pupils.*

Whole-School Responsibility for Outcomes: *Every member of our school community shares responsibility for the success of all pupils. By maintaining high expectations for every child, we ensure that all staff contribute to raising achievement.*

Early Intervention: *Early identification of learning barriers is central to our strategy. By addressing these barriers as soon as they arise, we ensure that pupils receive the support they need to succeed.*

Improving Attendance: *We implement evidence-based strategies to reduce persistent absence, lateness, and other attendance issues, recognising their impact on overall progress and achievement.*

Support for Vulnerable Pupils: *Our approach ensures that all vulnerable pupils, not just those considered disadvantaged, receive the support they need to overcome challenges and thrive.*

Well-Being and Mental Health: *We recognise the importance of supporting pupils' well-being and mental health. By promoting emotional resilience, confidence, and a positive attitude to learning, we aim to ensure pupils are happy, ready, and motivated to succeed.*

Challenges

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

Challenge number	Detail of challenge
1	Low Baseline Skills: <i>Many pupils entering Brierley Hill Primary School face significant gaps in foundational skills, particularly in language, communication, oracy, and essential life skills. These gaps impact their ability to access the curriculum and engage fully in school life.</i>
2	Deprivation and Vulnerability: The school community is affected by high levels of socio-economic deprivation, leading to an increased number of child protection cases and a need for targeted Social, Emotional, and Mental Health (SEMH) support. A significant portion of our pupils have experienced multiple adverse childhood experiences (ACEs), which can hinder their academic progress and emotional stability.
3	High Levels of Deprivation: According to the Income Deprivation Affecting Children Index (IDACI), the area surrounding the school falls within the top 10-20% most deprived areas in the UK. With a high proportion of children affected by income, employment, education, and living environment deprivation, the area is marked by generational poverty. Although migration rates are low, the community has a predominantly White British population (87.9%), highlighting the long-standing nature of this disadvantage.
4	Limited Exposure to Wider Experiences: Many pupils have limited exposure to experiences beyond their immediate local environment. This lack of diverse experiences restricts their global perspective and may impact their cultural awareness and curiosity, hindering their overall development.
5	Attendance Concerns: Persistent absence issues remain a challenge for the school, with a higher-than-average proportion of disadvantaged pupils facing

	chronic absenteeism. This impacts pupils' learning consistency and overall academic progress.
6	Achievement Gaps: Disadvantaged pupils consistently underperform compared to their peers across all areas of the school. They are less likely to meet age-appropriate expectations and achieve greater depth in their learning. This gap in attainment further widens over time without targeted interventions and support.

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
<p>Narrowing the Achievement Gap <i>We will reduce the academic achievement disparity between disadvantaged pupils and their peers.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Internal performance data will reflect a narrowing of the gap between disadvantaged pupils and non-disadvantaged peers across all subjects. <input type="checkbox"/> By the end of Key Stage 2, disadvantaged pupils will show progress and attainment levels that are in line with national standards, reducing the gap in both achievement and progress.
<p>Excellence in Teaching Every pupil will benefit from high-quality teaching.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Senior Leadership Team will regularly monitor and evaluate teaching standards through lesson observations, peer reviews, and coaching models, ensuring a consistently high standard of teaching. <input type="checkbox"/> A robust and accessible CPD programme will be in place for all teachers and teaching assistants, ensuring ongoing professional development. <input type="checkbox"/> There will be increased participation in National Professional Qualifications (NPQs) by staff, further developing expertise and leadership capacity within the school.
<p>Fluency and Confidence in Reading Across the Curriculum Disadvantaged pupils will read with fluency and confidence across all subjects.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils will demonstrate a smooth transition from 'learning to read' to 'reading to learn,' with fluency evident in all subject areas. <input type="checkbox"/> Monitoring and pupil feedback will consistently reflect a love of reading, with pupils engaging with a wide range of texts both in and out of the classroom.
<p>Sustaining Improved Attendance We will maintain and improve attendance, particularly for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Overall school attendance will meet or exceed the target of 96%. <input type="checkbox"/> Disadvantaged pupils will have attendance rates that are equal to or better than their non-disadvantaged peers.

	<ul style="list-style-type: none"> <input type="checkbox"/> The rate of persistent absenteeism will be reduced and remain below national and regional averages, with minimal disparity between disadvantaged and non-disadvantaged pupils. <input type="checkbox"/> Attendance strategies will be regularly evaluated and adapted to ensure ongoing positive impact.
<p>Improving Vocabulary Acquisition and Language Comprehension Disadvantaged pupils will demonstrate improved vocabulary acquisition and language comprehension.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress in vocabulary acquisition and language comprehension will be evident through regular assessments and classroom observations. <input type="checkbox"/> By the end of Reception, WellCom assessments will show significant improvement in word acquisition and language comprehension for disadvantaged pupils.
<p>Supporting Well-Being, Particularly for SEMH Pupils Pupils' well-being will be maintained and enhanced, with targeted support for those with SEMH needs.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Well-being data from pupil surveys, parent feedback, and teacher observations will show high levels of well-being for all pupils, particularly those with SEMH needs. <input type="checkbox"/> Tailored SEMH support will be provided, ensuring that pupils receive the necessary emotional and mental health support. <input type="checkbox"/> High-quality CPD will ensure that staff are equipped to identify and support vulnerable pupils effectively. <input type="checkbox"/> Parents will report feeling well-supported by the school in relation to their children's well-being and needs.
<p>Improving Key Stage 2 Outcomes to Close the Gap to National Disadvantaged pupils will make accelerated progress to close the gap to national standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By the end of Key Stage 2, disadvantaged pupils will show progress and attainment that is in line with or exceeds national averages. <input type="checkbox"/> Outcomes for disadvantaged pupils in all subjects will reflect a reduction in the achievement gap compared to their non-disadvantaged peers, moving closer to national expectations.
<p>Improving Phonics Outcomes Phonics outcomes will improve for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The percentage of disadvantaged pupils meeting or exceeding national expectations in the Year 1 phonics screening check will increase. <input type="checkbox"/> Phonics data will show a higher proportion of disadvantaged pupils achieving the required standard by the end of Year 1.
<p>Improving GLD in Early Years Pupils in the Early Years Foundation Stage (EYFS) will make strong progress.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> GLD (Good Level of Development) outcomes will improve, with pupils making at least good progress from their starting points. <input type="checkbox"/> Curriculum planning and targeted interventions will be informed by baseline

	assessments to ensure the needs of all pupils are met.
<p>Wider Enrichment Opportunities Disadvantaged pupils will have access to a broad range of enrichment opportunities.</p>	<ul style="list-style-type: none"> □ Participation rates in extracurricular activities, after-school clubs, and trips will increase, with many opportunities offered free of charge to ensure that cost is not a barrier to participation. □ School trips, visits, and residential programs will be partially or fully subsidised to support disadvantaged pupils in accessing these valuable learning experiences. □ Enrichment activities will be made accessible, inclusive, and appealing, helping to foster a well-rounded educational experience for all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £97,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Little Wandle DfE validated Systematic Synthetic Phonics programme to ensure high-quality phonics instruction for all pupils.</p> <p>Implement Little Wandle as the core phonics programme across the school, focusing on systematic, synthetic phonics to develop secure early reading skills for all children, particularly those who are disadvantaged.</p> <p>Ensure the core elements of phonics are taught consistently using the principles of “keep up, not catch up.”</p> <p>Emphasise the “keep up, not catch up” approach, where all children are supported to remain on track with their phonics learning, receiving timely intervention when needed to prevent falling behind.</p> <p>Ensure all new staff have received paid-for training to deliver the new phonics scheme effectively.</p> <p>Provide comprehensive, paid-for training for all new staff on the Little Wandle programme, ensuring that teachers and TAs are equipped with the necessary skills to deliver phonics lessons with fidelity.</p> <p>Teacher / TA training to enable CPD development.</p>	<p><i>Phonics methodologies, particularly those based on systematic synthetic phonics like Little Wandle, are strongly supported by evidence, demonstrating a significant positive impact on word reading accuracy, particularly for disadvantaged students.</i></p> <p><i>Research consistently shows that systematic phonics instruction contributes to substantial improvements in reading outcomes, with some studies indicating an average gain of +5 months in reading progress. This approach is crucial for developing early literacy skills, helping to bridge the achievement gap for students from disadvantaged backgrounds by providing them with the foundational skills needed to become confident readers. The Phonics Toolkit highlights the importance of these methods in</i></p>	1

<p>Offer ongoing CPD opportunities for both teachers and teaching assistants to develop their phonics instruction skills, ensuring continuous professional growth and an unwavering focus on phonics delivery quality.</p> <p>Termly Phonics Day monitoring with newly appointed Phonics Lead and School Improvement Advisor for 2024/2025.</p> <p>Schedule regular monitoring sessions (Phonics Day) led by the Phonics Lead and School Improvement Advisor, to review phonics progress and address areas for further development, ensuring the programme's effectiveness across the school.</p> <p>Whole staff Phonics training.</p> <p>Deliver whole-staff training to ensure consistency in phonics teaching, with regular check-ins and opportunities for staff to share best practices and reflect on teaching methods to improve pupil outcomes.</p>	<p>ensuring lasting reading success. Phonics EEF</p>	
<p>Targeted Coaching and Mentoring Interventions</p> <p>Selectively identifying teachers for tailored coaching and mentoring, aimed at enhancing and sustaining high-quality initial teaching practices. This approach ensures that teachers receive focused support to refine their methods and improve classroom outcomes.</p>	<p>Research demonstrates that high-quality initial instruction is the most effective approach to enhancing children achievements and reduce educational disparities. Our coaching and mentoring program capitalises on existing expertise, offering guidance and practical demonstrations to bolster the refinement of teaching methods.</p> <p>Professional Development Guidance</p>	1,6
<p>High-Quality Continuous Professional Development (CPD)</p> <p>All teachers and support staff have access to high-quality CPD opportunities, delivered through a blend of internal and external programmes. These are designed to enhance teaching practices, deepen subject knowledge, and keep staff updated with the latest educational research and strategies.</p>	<p>Ongoing professional development is essential for improving the quality of teaching by refining pedagogical skills, deepening subject expertise, and providing educators with access to the latest evidence-based practices. This approach aligns with the principles of the Education Endowment Foundation's (EEF) Effective Professional Development framework, ensuring that teaching is continually evolving to meet the needs of all pupils.</p> <p>Staff investment in Newly Qualified Practitioner (NQP) programmes empowers teachers to develop the leadership skills and knowledge necessary to navigate and thrive in an ever-changing educational landscape. Effective Professional Development EEF</p>	1,2,6
<p>Effective Modelling Techniques</p> <p>Ensure the consistent use of modelling techniques that build on children's prior knowledge, making connections with key concepts, skills, and knowledge to support pupil progress and facilitate deeper understanding.</p>	<p>Teacher modelling is a core component of effective teaching. By demonstrating the cognitive processes of a skilled learner, teachers help students understand how to approach tasks, make decisions, and solve problems. This not only supports academic development but also fosters the growth of metacognitive skills, enabling students to reflect on their thinking and learning strategies.</p> <p>Incorporating metacognition into teaching practices empowers students to become more independent,</p>	1, 4, 6

	<i>confident learners.</i> Metacognition and Self-regulated Learning EEF	
<p>Additional Year 1 Teacher</p> <p>Hiring an additional Year 1 teacher to reduce class sizes, allowing for more personalised attention and tailored instruction, leading to improved student outcomes and enhanced learning experiences.</p>	<p>When class sizes are reduced, teachers are able to implement a wider range of strategies and provide more focused, individualised support for each student. This personalised attention leads to more effective learning, helping to address diverse needs within the classroom.</p> <p>Evidence suggests that smaller class sizes can contribute to an average gain of approximately three months' worth of additional progress for students, enhancing overall educational outcomes.</p>	6
<p>Accelerated Reader</p> <p>A program providing high-quality online reading materials, complemented by teacher assessments, designed to boost student engagement with reading and accelerate academic progress.</p>	Reading comprehension strategies EEF	1,3,6
<p>Consistent Delivery of Fundamental Mathematical Concepts</p> <p>Ensure the effective implementation of the "keep up, not catch up" approach to deliver core math concepts consistently. Monitor and align math instruction with the White Rose Ready to Progress criteria, enhancing the curriculum in line with Department for Education (DfE) and Education Endowment Foundation (EEF) guidance.</p> <p>Teacher Release Time and CPD</p> <p>Allocate resources for teacher release time, enabling the integration of best practice guidance and access to high-quality CPD. Leverage support from our Maths Lead and external agencies to optimise teaching effectiveness.</p> <p>Prioritisation of Maths Training</p> <p>Prioritise ongoing maths professional development, using both external resources and targeted coaching from our Maths Lead to support teachers in improving their practice and curriculum delivery.</p>	<p>The Department for Education (DfE) non-statutory guidance, developed in partnership with the National Centre for Excellence in the Teaching of Mathematics, integrates evidence-based strategies for effective maths instruction in Key Stages 1 and 2. Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p> <p>The Education Endowment Foundation (EEF) guidance, informed by a wide body of high-quality research, provides best practice recommendations for teaching mathematics in Key Stages 2 and 3. EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p>	6
<p>Comprehensive Curriculum Development</p> <p>Foster the development and delivery of a curriculum with a focus on ambitious scope, precision, coherence, and sequencing, ensuring that key concepts and connections are clearly emphasised both within and across subjects. This will be enhanced by intentional vocabulary integration into teaching practices.</p> <p>CUSP Curriculum</p> <p>The CUSP curriculum aligns with Ofsted priorities, including scope, rigour, coherence, and sequencing, providing a clear framework to ensure curriculum quality.</p> <p>Cognitive Science and Professional Development</p> <p>Expand professional development initiatives focused on Cognitive Science to deepen teachers' understanding of how students learn and apply this knowledge to enhance classroom practice. Training through CUSP will equip educators with the skills necessary to support all learners effectively, leading to improved learning outcomes.</p> <p>Cognitive Science Approaches</p> <p>Increasing staff knowledge and application of Cognitive Science is proven to have a significant impact on learning rates. Training through CUSP will build expertise in using evidence-based cognitive science strategies to improve classroom teaching and student achievement.</p>	<p>The CUSP curriculum, informed by Ofsted priorities, emphasises scope, rigour, coherence, and careful sequencing, ensuring a comprehensive approach to teaching and learning. Curriculum: keeping it simple – Ofsted: schools and further education & skills (FES)</p> <p>Increasing staff knowledge and application of Cognitive Science is proven to significantly improve learning outcomes, particularly through the use of evidence-based strategies that enhance how children process and retain knowledge in the classroom. Cognitive science approaches in the classroom EEF</p>	1,3,4,6
<p>Whole School Approach to Communication, Language, and Oracy</p>	Research consistently shows that oral language interventions, including activities like classroom discussions and dialogic teaching, are not only	1

<p>Adopt a whole-school approach to communication, language, and oracy to improve verbal expression, listening skills, and understanding across all year groups.</p> <p>Speech and Language Support</p> <p>The Speech and Language team will utilise Wellcomm EYFS and Wellcomm Primary tools to assess and support children with speech and language processing difficulties. Qualified Speech and Language Therapists will ensure targeted support for key children, identifying needs early and providing tailored interventions across the school.</p> <p>TA Support and CUSP Vocabulary Implementation</p> <p>Teaching Assistants in KS1 and EYFS will support language development through targeted interventions, promoting speech and language skills. Additionally, CUSP vocabulary strategies will be implemented to strengthen communication skills and vocabulary acquisition, helping children make connections between language and learning across subjects.</p>	<p>cost-effective but also significantly improve reading outcomes for students. These interventions, particularly when delivered through one-to-one tuition, provide personalised support that fosters improved communication skills and academic progress. Oral language interventions EEF</p>	
<p>Enriching Arts Education Through External Expertise</p> <p>Leverage external teachers to create opportunities for students to engage with and explore the arts, enhancing their educational experience and cultivating a lifelong passion for creative expression.</p> <p>Fostering Cultural Capital</p> <p>By incorporating external expertise, we aim to enrich students' cultural capital, allowing them to appreciate diverse artistic forms and encouraging a deeper understanding of cultural contexts. These experiences will help broaden their horizons and support their personal and academic development.</p>	<p>Arts participation EEF</p>	<p>3,4</p>
<p>Dudley Performing Arts</p> <p>An exciting opportunity to elevate the curriculum by nurturing students' talents through live performances, fostering a deeper engagement with the arts while enhancing their cultural capital.</p> <p>Enhancing Cultural Capital Through Live Performances</p> <p>By participating in live performances, students gain real-world experiences that broaden their cultural understanding, develop their confidence, and contribute to their overall educational and personal growth.</p>	<p>Arts participation EEF</p>	<p>3,4</p>
<p>Technology and Educational Resources</p> <p>Utilising advanced technology and carefully selected resources to enhance teaching and learning, ensuring that every pupil has access to the tools and support they need to succeed.</p> <p>Supporting High-Quality Teaching Through Innovation</p> <p>Strategic use of technology and resources empowers teachers to deliver engaging, interactive lessons, while helping students access a wide range of materials that support their learning and development.</p>	<p>'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' Use and perceptions of curriculum support resources in schools</p>	<p>4, 6</p>
<p>Educational Subscriptions</p> <p>Providing access to a range of high-quality, subscription-based resources to support and enrich teaching, learning, and curriculum delivery.</p> <p>Enhancing Learning Through Premium Resources</p> <p>Subscriptions to platforms such as CUSP, TTRS, Spelling Shed, Letter Join, Twinkl, Curriculum Visions, Classroom Secrets, Real PE, Moki, and Grammarsaurus (amongst others) offer diverse, interactive tools and materials that enhance pupils' learning experiences and assist teachers in delivering effective instruction.</p>	<p>Impact of Remote Learning</p>	<p>6</p>

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

Budgeted cost: £51,714

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics and Comprehension Sessions <i>Additional phonics and comprehension sessions will be provided to disadvantaged pupils who need extra phonics support. These sessions will be conducted by additional staff members, and our Phonics, Assessment, and English Lead will also be allocated to oversee and ensure the quality and effectiveness of these sessions.</i></p>	<p><i>Phonics approaches are strongly supported by evidence, showing a positive impact on pupils, particularly those from disadvantaged backgrounds. Research highlights that targeted phonics interventions are most effective when delivered consistently over a period of up to 12 weeks. For further details, please refer to the Phonics page on the Education Endowment Foundation's website. Phonics Toolkit</i></p>	<p>1,2,6</p>
<p>Individualised Speech and Language Interventions <i>Individualised 1:1 and small group interventions will be offered to address identified speech and language needs among our students. Additionally, professional development opportunities (CPD) will be made available to enhance the skills of the identified staff members involved in these interventions.</i></p>	<p><i>The EEF found that the Nuffield Early Language Intervention had a positive impact on the language skills of pupils, particularly in enhancing their vocabulary, listening, and speaking abilities. Communication and Language in Early Years</i></p>	<p>2,6</p>
<p>Targeted Interventions Based on Teacher Assessments <i>Upon analysing teacher assessments, we have identified interventions to be implemented in order to support the skills, knowledge, and concepts taught and to address any misconceptions.</i></p>	<p><i>In cases where interventions proved successful, they were personalised to meet the specific needs of individual pupils, focusing on enhancing particular aspects of their skills or knowledge in areas such as reading, writing, communication, or mathematics.</i></p>	<p>1, 6</p>
<p>Year 6 Focused Interventions <i>An experienced Year 6 teacher will provide targeted interventions to support Year 6 pupils.</i></p>	<p><i>In cases where interventions proved successful, they were personalised to meet the specific needs of individual pupils, focusing on enhancing particular aspects of their skills or knowledge in areas such as reading, writing, communication, or mathematics.</i></p>	<p>1, 6</p>
<p>Targeted Use of Technology and Accelerated Reader <i>We will utilise Chromebooks and implement a targeted use of Accelerated Reader to support all Key Stage 2 (KS2) learners in developing and enhancing their reading skills. Additionally, we will provide accessibility training for all teaching staff to ensure effective integration of these resources.</i></p>	<p><i>There is a strong evidence base demonstrating the positive impact of targeted interventions on reading fluency and comprehension. These approaches have been shown to significantly improve pupils' ability to decode text, increase reading speed, and deepen their understanding of what they read. Reading Comprehension Strategies</i></p>	<p>1, 6</p>

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

Budgeted cost: £17,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading for Pleasure Strategy</p> <p>We will implement a strategy to promote reading for pleasure and appoint a new Reading Lead to oversee this initiative. Additionally, we will work towards achieving the RfP Quality Mark to ensure the quality and effectiveness of our reading for pleasure programmes.</p>	<p>There is strong evidence supporting the positive effects of reading for pleasure strategies. For further details, you can refer to the "Reading for Pleasure in Secondary Schools: Literature Review." Reading for Pleasure in Secondary Schools: Literature Review.</p>	1,3,4,6
<p>Enrichment Curriculum and Experiences</p> <p>We will implement an Enrichment Curriculum that includes tailored visits and guest speakers to offer enriching experiences for our students. Additionally, we will provide financial support to subsidise residential trips and other excursions.</p>	<p>The Education Endowment Foundation (EEF) highlights that while evidence is limited due to challenges in school assessments, it is essential to closely track outcomes when implementing aspiration-based approaches to improve educational attainment. For further details, refer to the EEF's resource on Aspiration Interventions. EEF - Aspiration Interventions.</p>	1,2,3,4,5,6
<p>Dudley Performing Arts</p> <p>Dudley Performing Arts offers a valuable opportunity to enrich the curriculum, nurture talents, provide live performance experiences for our students, and simultaneously enhance their cultural capital. This includes the provision of instruments for children to learn and explore their musical abilities.</p>	<p>EEF - Arts Participation.</p>	3,4
<p>Breakfast Club Expansion</p> <p>We will work on expanding the Breakfast Club to better serve our students.</p>	<p>Research shows that two months of participation in Key Stage 1 (KS1) breakfast programs positively influences student behaviour across the school, benefiting all pupils. For more information, refer to the EEF's resource on Magic Breakfast. EEF - Magic Breakfast.</p>	2, 5
<p>Family Liaison Officer and Attendance Support</p> <p>The Family Liaison Officer will provide support to families concerning attendance and acute needs. We will integrate the principles of good practice outlined in the Department for Education's (DfE) guidance on "Improving School Attendance." This will involve providing training and release time for staff to develop and implement new procedures, alongside appointing attendance/support officers dedicated to enhancing attendance, with a specific focus on Early Years and SEND pupils. Parental workshops and the use of the Early Help process are already in place.</p>	<p>Engaging parents has a significant positive impact, with students making an average of 4 months' additional progress. For further insights, refer to the EEF guides: "EEF Guide to Pupil Premium" (2019) and "The EEF Guide to Supporting School Planning: Tiered Approach" (2020). Parental Engagement.</p>	2,3,4,5
<p>Attendance Officer and Strategic Support</p> <p>The Attendance Officer will assist families dealing with attendance-related issues and other concerns. We will implement Education Attendance Solutions' strategic support tools to effectively manage and address attendance challenges.</p>	<p>Engaging parents has a significant positive impact, with students making an average of 4 months' additional progress. For further insights, refer to the EEF guides: "EEF Guide to Pupil Premium" (2019) and "The EEF Guide to Supporting School Planning: Tiered Approach" (2020). Parental Engagement.</p>	5
<p>Learning Support and Interventions</p> <p>We will provide targeted learning support for a range of needs, including assisting homeless students, addressing behaviour issues, promoting</p>	<p>Social and emotional learning EEF Behaviour interventions EEF</p>	2,3,5

<p>regular attendance, and offering timely interventions to ensure the success of all pupils.</p>		
<p>Residential Experiences We will offer residential experiences to enrich pupils' learning, fostering independence, teamwork, and personal growth through carefully planned trips and excursions.</p>	<p>We aim to provide children with opportunities to explore environments beyond Brockmoor, fostering the development of relationships and teamwork skills. This approach will contribute to improved student well-being, attendance, and behaviour. For more information, refer to EEF - Arts Participation. EEF - Arts Participation.</p>	<p>3,4,5</p>
<p>Private Educational Psychologist Support We will offer private educational psychologist support to assess and address the individual needs of our students, ensuring tailored strategies and interventions for their success.</p>	<p>We will focus on the early identification of pupils with learning, emotional, or communication needs, allowing us to promptly provide tailored interventions and support to meet each child's specific requirements. This approach will ensure that pupils and their parents feel well-supported, ultimately leading to improved school attendance.</p>	<p>2</p>
<p>Comprehensive Rewards and Attendance Incentives We will introduce a diverse range of rewards and attendance incentives, including themed curriculum-based competitions and calendar events. These will also include popcorn parties for classes with full attendance, a bike raffle for consistent attendance, and the prominent display of attendance-related achievements on slideshows in the school entrance and lunchtime hall.</p>	<p>Attendance-REA-report.pdf.</p>	<p>5</p>
<p>Extracurricular Opportunities and Support for Disadvantaged Pupils We will expand extracurricular opportunities, ensuring that all pupils have access to additional sporting activities. Additionally, we will facilitate school visits for disadvantaged and vulnerable pupils, ensuring they have equal opportunities to participate in and benefit from these experiences.</p>	<p>Research provides compelling evidence that education and health are closely interconnected. Promoting the health and well-being of students within schools can significantly enhance both their educational outcomes and overall well-being. The Education Endowment Foundation (EEF) highlights that outdoor adventure learning can lead to an additional four months of academic attainment for pupils. Outdoor Adventure Learning</p>	<p>2,3,4,5</p>
<p>Integrating PHASD and SEMH Support Integrating the PHASD (Physical, Health, and Sensory Difficulties) Trust with SEMH (Social, Emotional, and Mental Health) support in schools creates a more holistic and efficient system to address the specific needs of pupil premium children.</p>	<p>This approach facilitates early intervention, personalised plans, cross-training, and efficient resource allocation, leading to improved educational outcomes, greater inclusivity, and enhanced family engagement.</p>	<p>2</p>
<p>Contingency Fund for Acute Issues We will establish a contingency fund to provide immediate support and address acute issues as they arise, ensuring timely interventions for pupils in need.</p>	<p>Based on our own experiences and those of similar schools, we understand the importance of allocating a portion of funding to address unforeseen needs as they arise, ensuring timely and effective support.</p>	<p>1,2,3,4,5,6</p>
<p>Integration of School Nurse for Comprehensive Support We will further integrate the school nurse role, ensuring immediate access to healthcare resources and support for both physical and mental health needs, providing a holistic approach to student wellbeing.</p>	<p>School nurses play a crucial role in the early detection and management of health-related issues, promoting health education, and collaborating with educators and families to develop personalised care plans. This approach not only supports the well-being of pupil premium children but also contributes to a healthier, more inclusive learning environment, ultimately enhancing their academic success.</p>	<p>1,2,5</p>

<p>Establishment of Hardship Fund</p> <p><i>We will create a hardship fund to offer financial assistance to families facing challenging circumstances, ensuring equitable access to educational opportunities and support for all pupils.</i></p>	<p><i>Establishing a hardship fund in schools is a vital and evidence-backed initiative that promotes equity, boosts attendance, and improves academic performance. It supports students' mental health, reduces persistent absence rates, and fosters a sense of community inclusivity. Moreover, it contributes to long-term societal benefits, ensures legal and ethical compliance, and strengthens community support, ultimately enhancing student retention and overall well-being.</i></p>	<p>3</p>
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Total budgeted cost: £ £172,380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Overview for Pupils (from 2023-2024) in class Class 6 - 2023-2024 Summer - SAT Scaled Score

Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Maths

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



GPS

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Combined attainment in 4 assessments

	At/above expected	Above expected
Disadvantaged	27%	0%
Not Disadvantaged	50%	0%

Attainment Overview for Pupils (from 2023-2024) in class Class 1 - 2023-2024 Summer - Phonics Score

Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils (from 2023-2024) in class Reception Class - 2023-2024 Summer - EYFSP

EYFS GLD

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



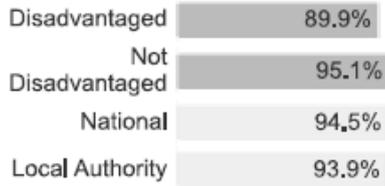
Attendance Report

01/09/2023 - 22/07/2024

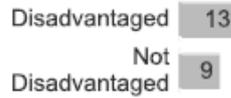
All Pupils (from 2023-2024) (221 pupils)

Summary

Attendance percentage



15-18 days missed



19+ days missed



Absences

- 8.1% overall absence
- 3.3% authorised
- 4.8% unauthorised
- 4 pupils unauthorised absent for 10+ days

DfE penalty notice consideration threshold

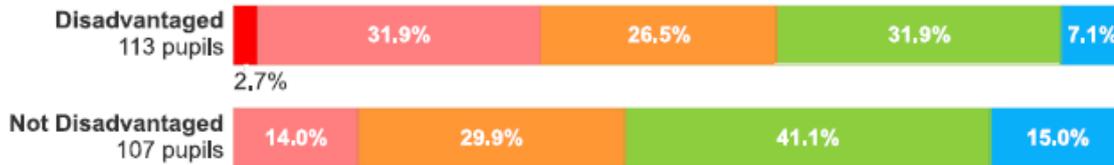
(10+ unauthorised absences in 10 rolling school weeks)

- 64 pupils previously met the threshold in 2023-2024

Absence Patterns

- 23 pupils have been repeatedly late to school

Attendance Ranges



Legend

- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

1 pupil has no attendance data recorded for this period.

Cumulative Attendance

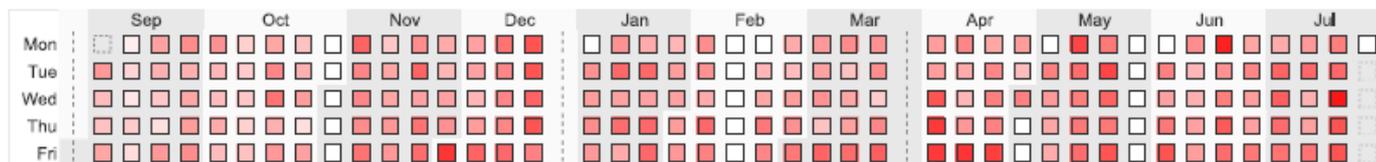


Weekly Absences - All absences

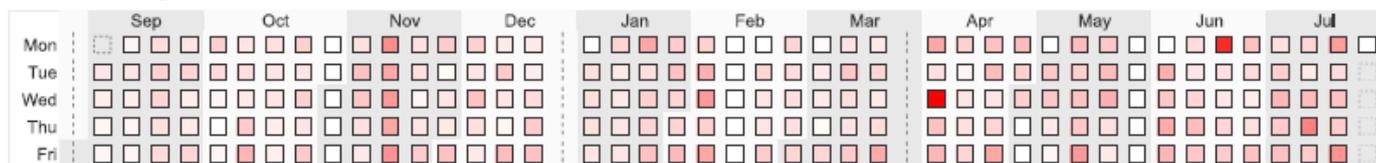


Attendance Overview - All absences

Disadvantaged



Not Disadvantaged



Pupils

Pupil ▲	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
Disadvantaged — 113 pupils — 51%	89.9%	2,018.5	527.5	4.2% (1,654)	6.0% (2,383)	1,230	215	39,804
Not Disadvantaged — 108 pupils — 49%	95.1%	818.5	324.5	2.6% (867)	2.3% (770)	556	36	33,495

Review of Disadvantaged Pupils' Performance in the Previous Academic Year

Statutory Assessment

All statutory assessment results show significant gaps in performance for disadvantaged pupils when compared to national averages and their non-disadvantaged peers.

- **Reading:** 47% of disadvantaged pupils met the expected standard in reading, which is well below the national average of 74% and the 76% achieved by non-disadvantaged pupils in school. This marks an area of concern that will be a key focus moving forward.
- **Writing:** 64% of disadvantaged pupils met the expected standard in writing, compared to the national average of 72%. While there is still a gap, this outcome is relatively closer to the non-disadvantaged pupils within the school, who achieved 88%. This indicates some strength in writing strategies for disadvantaged pupils but signals a need for targeted support to further close the gap.
- **Mathematics:** 36% of disadvantaged pupils met the expected standard in mathematics, which is below the national average of 73% and the 75% achieved by non-disadvantaged pupils within school. This remains a critical area for improvement and will be a key focus in our next strategy review.
- **Grammar, Punctuation, and Spelling (GPS):** 46% of disadvantaged pupils met the expected standard in GPS, again falling behind the national average of 72% and the 88% achieved by non-disadvantaged pupils within school.
- **Year 1 Phonics Outcomes**
In Year 1 phonics assessments, 50% of disadvantaged pupils met the expected standard, which is below the national average of 80% and the 72% achieved by non-disadvantaged pupils in the school. This highlights an area where early intervention strategies will need to be bolstered to ensure all pupils make the expected progress in phonics.
- **EYFS Outcomes**
In the Early Years Foundation Stage (EYFS), only 33% of disadvantaged pupils achieved a Good Level of Development (GLD), well below the national average of 68% and the 55% achieved by non-disadvantaged pupils within the school. This represents a significant challenge, indicating that early intervention and support for disadvantaged pupils in EYFS needs to be strengthened in the coming academic year.
- **Attendance Data**
The attendance of disadvantaged pupils was a significant challenge in 2023-2024, with an overall attendance of 89.9%, well below the national average of 94.5% and the 95.1% achieved by non-disadvantaged pupils in the school. This will require ongoing work to engage parents and improve attendance, particularly for disadvantaged pupils, who are also disproportionately affected by persistent absence.

Next Steps

- **Early intervention strategies** in phonics and EYFS need to be more robust to ensure disadvantaged pupils are given the best possible start to their education.
- **Mathematics and Reading** outcomes for disadvantaged pupils remain a key area of concern, with the gap between disadvantaged and non-disadvantaged pupils wider than expected. A review of the curriculum and further targeted interventions in these subjects will be critical in the coming year.
- **Attendance** continues to be a major barrier to achievement for disadvantaged pupils. While we are working to address this through the Senior Attendance Champion and the Attendance Lead, there is a need for more targeted interventions to improve attendance and address the underlying causes of absence.
- **Impact of Covid-19**
It is important to acknowledge that the disruption caused by the Covid-19 pandemic has had a lasting impact on all pupils, particularly those from disadvantaged backgrounds. This has been reflected in the performance data, which may be influenced by gaps in learning and attendance during the pandemic. We are committed to addressing these challenges through the strategies outlined in our pupil premium plan, which includes targeted interventions, enrichment activities, and support for families.