

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Of the 89 pupils who were eligible for reading, writing and maths assessment, 28 were classified as disadvantaged whilst 61 were classified as non-disadvantaged.

#### Year 6 End of Key Stage 2 Exams ( % of pupils reaching the expected standard or above in reading/writing/maths combined)

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	71.9%	Brookland	60.7%	Brookland	77%
Broxbourne	60.6%	Broxbourne	42.8%	Broxbourne	66.6%
Hertfordshire	62.6%	Hertfordshire	40.2%	Hertfordshire	68.3%
National	60.6%	National	45.5%	National	66.6%

#### Year 6 End of Key Stage 2 Exams ( % of pupils reaching the expected standard or above in reading)

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	87.6%	Brookland	78.6%	Brookland	91.8%
Broxbourne	76.2%	Broxbourne	66.6%	Broxbourne	79.5%
Hertfordshire	77.7%	Hertfordshire	60.7%	Hertfordshire	82%
National	74.2%	National	62.5%	National	78.9%

#### Year 6 End of Key Stage 2 Exams ( % of pupils reaching the expected standard or above in writing)

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	79.8%	Brookland	75%	Brookland	82%
Broxbourne	72.9%	Broxbourne	57.2%	Broxbourne	78.2%
Hertfordshire	72.1%	Hertfordshire	52.9%	Hertfordshire	76.9%
National	71.8%	National	58.6%	National	77%

**Year 6 End of Key Stage 2 Exams ( % of pupils reaching the expected standard or above in maths)**

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	82%	Brookland	64.3%	Brookland	90.2%
Broxbourne	74.2%	Broxbourne	55.9%	Broxbourne	80.4%
Hertfordshire	75.3%	Hertfordshire	53.4%	Hertfordshire	80.9%
National	73.1%	National	59.1%	National	78.6%

**Evaluation of Pupil Premium Strategy 2023-24:**

Intended Outcome	Success Criteria	Evaluation
Improve attendance through efficient channels of communication and support for parents	<ul style="list-style-type: none"> <li>-Ensure that attendance is 96% and above for all disadvantaged children.</li> <li>-Monitor attendance regularly and intervene in a timely fashion. Fortnightly meetings between office and headship teams.</li> <li>-Develop channels for communication to hold parents accountable.</li> <li>-Wellbeing champions/mentors to develop relationships with parents and support families.</li> <li>-Persistent late attenders or absentees invited to nurture breakfast.</li> <li>-Provide transport, uniform and PE kit for identified children.</li> <li>-CHEXS family support to improve attendance data.</li> </ul>	<p>Attendance for disadvantaged children is 93.1% and 96.7% for non-disadvantaged peers, which is an upward trend. Work continues to support families to improve attendance. Family Support Signposting to relevant agencies continues- specifically referrals to CHEXS. Financial support has been provided through for example: wrap around care, extra-curricular provision, uniform and transport.</p> <p>The Pupil Premium lead, headship and attendance teams meet fortnightly to carefully track and monitor attendance for individual children- case studies have been created. Teachers update PP trackers termly to take responsibility for disadvantaged children in their class and to support families.</p> <p>Transport support has been funded- a taxi has been supplied for one family and a bike provided to another.</p> <p>The wellbeing champions continue to work with pupils and families across the school to remove barriers to attendance. Attendance</p>

		<p>will continue to be a focus throughout the 24-25 academic year.</p>
<p>Pupils/families identified as having social, emotional and/or mental health difficulties are supported so that this is not a barrier</p>	<ul style="list-style-type: none"> <li>-Embed new PSHE curriculum across the school.</li> <li>-The pupil premium pupils and families to build relationships with the Wellbeing Champions/mentors. -Each child will have a champion to meet them regularly and support them in overcoming barriers.</li> <li>-Identified children invited to nurture breakfast clubs and take part in SEMH interventions to improve attitude and confidence towards learning</li> <li>-Mental Health lead to lead on whole-school wellbeing events to develop resilience, self-esteem, and to communicate with parents.</li> <li>-CHEXS GROWTH programme to improve confidence, resilience and aspirations by exposing identified children to new experiences, enabling social interaction and health improvements.</li> <li>-Referrals to CHEXS team used to support and advise identified families at home.</li> </ul>	<p>It is too early to evaluate the impact of the new PSHE curriculum, which has just been launched. The impact of using Jigsaw will be monitored in 2024-25 through carefully planned leadership time.</p> <p>Every disadvantaged child in the school has access to a wellbeing champion weekly, which has helped identify barriers for these individuals. This information enables the teachers to plan strategies to overcome challenges in class, and identify who needs additional SEMH intervention.</p> <p>Mental health lead and Pupil Premium lead have lead on events to raise self-esteem and raise aspirations, such as careers fairs and mindfulness activities.</p> <p>Pupil voice from those attending CHEXS has shown that the children are more confident and positive about their school life. Teachers have reported seeing greater resilience in these children in class.</p> <p>CHEXS referrals for family support have been successful, as cases have been closed after support has been put in place. The school will continue to access CHEXS and make referrals going forward.</p> <p>Counselling sessions have been started with identified children who need specialist SEMH support, and will continue in 2024-25.</p>

<p>Accelerate progress and outcomes that are at or above age related expectation in reading, writing and maths</p>	<p>Achieve national average progress scores.</p> <p>Assessments evidence the gap closing compared to national attainment scores.</p> <p>Children can talk efficiently about their learning and next steps to improve.</p> <p>Pupils use knowledge organisers to develop their knowledge, skills and transferrable vocabulary across the curriculum. They will also develop independence, retrieval and engagement in topics.</p> <p>All staff providing effective feedback to give pupils the skills to manage their learning, self-regulate and take on challenges.</p> <p>Staff to adapt planning and learning sequences in line with regular pit stop discussions.</p>	<p>End of Year 6 outcomes show that Pupil Premium pupils exceeded their peers and were above local authority and national in all areas.</p> <p>Small group booster sessions will continue to be offered from Term 3 to Pupil Premium pupils to support reading and maths outcomes, and help prepare pupils to transition to Year 7.</p> <p>Gap teaching intervention is in place daily with trained staff. The aim is to narrow gaps in learning more actively, on the day that they arise in maths.</p> <p>Years 5 and 6 have access to specialist, expert, teachers who target identified cuspung children in small groups. A teaching and learning coach had also been employed to support individual teachers in raising standards.</p>
<p>Pupils are provided with a wealth of experiences through a broad, exciting curriculum and extra-curricular provision</p>	<ul style="list-style-type: none"> <li>-Ensure the curriculum is balanced and carefully sequenced, and that a creative curriculum allows opportunities for cultural development and wider experiences.</li> <li>-Themed curriculum days to deepen children's learning or topics and cultures.</li> <li>-A range of trips/visits planned across the curriculum for all year groups.</li> <li>-Funding used to facilitate the attendance of disadvantaged children for clubs and trips (including residential trip).</li> <li>-Pupils' cultural capital developed through exposure to a range of cultural, enrichment, sporting and social experiences. E.g. funded swimming and music lessons from external agencies.</li> </ul>	<p>Pupils across the school attended a range of visits/events/experiences in school. These ranged from local trips to specialist visitors coming in to school, such as the Year 5 Astrodome experience. Moving forward, the school will be planning more frequent trips into London, using public transport to develop the breadth of experience. So far, Year 5 and Year 6 have been to museums in London linked to learning topics. RE trips are also being planned for every year group and Year 3 have already visited the local mosque in line with their learning about Islam.</p>

	<p>-More pupil premium pupils attending a range of different extra-curricular clubs.</p> <p>-Access to breakfast and after-school clubs.</p>	<p>Brookland also increased participation in sports events throughout the school year. Pupil Premium Pupils were also given access to a range of free after school clubs throughout the academic year.</p> <p>Brookland has developed a relationship with the local secondary school and have accessed a range of enrichment activities- cooking, music, photography and sports. This will continue in 2024-25 to develop the children's transferrable skills.</p>
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**Planning, implementation, and evaluation:**

In planning our new pupil premium strategy for 2023-26, we researched strategies and interventions, which are proven to have a positive impact on learners' outcomes. Our school development plan is based on the tiered approach based on 'The Education Endowment Foundation' (EEF).

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.