

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 2024 to 2025 academic year.

The school's percentage of FSM6 is close to average at 28.2% and slightly higher than the local area % of 27.1%.

Of the 85 pupils who were eligible for reading, writing and maths assessment, 25 were classified as disadvantaged whilst 60 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	70.6%	Brookland	44%	Brookland	81.7%
Broxbourne	59.1%	Broxbourne	39.8%	Broxbourne	65.9%
Hertfordshire	63.3%	Hertfordshire	39.2%	Hertfordshire	69.7%
National	62.2%	National	47.4%	National	68.9%

The 3-year trend shows disadvantaged pupils at Brookland to be achieving attainment scores (expected standard and above) above national for reading, writing and maths combined, 55% compared to 46%.

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

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	87.1%	Brookland	72%	Brookland	93.3%
Broxbourne	74.7%	Broxbourne	61.8%	Broxbourne	79.3%
Hertfordshire	78%	Hertfordshire	59.8%	Hertfordshire	82.8%
National	75.1%	National	63.2%	National	80.5%

The 3-year trend shows disadvantaged pupils at Brookland to be achieving attainment scores (expected standard and above) above national for reading, 73% compared to 62%.

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

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	72.9%	Brookland	48%	Brookland	83.3%
Broxbourne	71.5%	Broxbourne	56.3%	Broxbourne	76.9%
Hertfordshire	72.2%	Hertfordshire	51.7%	Hertfordshire	77.6%
National	72.3%	National	59.4%	National	78.1%

The 3-year trend shows disadvantaged pupils at Brookland to be achieving attainment scores (expected standard and above) above national for writing, 65% compared to 59%.

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

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	85.9%	Brookland	72%	Brookland	91.7%
Broxbourne	73.8%	Broxbourne	57%	Broxbourne	79.7%
Hertfordshire	75.6%	Hertfordshire	53.5%	Hertfordshire	81.5%
National	74.1%	National	60.5%	National	80.2%

The 3-year trend shows disadvantaged pupils at Brookland to be achieving attainment scores (expected standard and above) above national for maths, 71% compared to 60%.

Year 6 End of Key Stage 2 Exams (% of pupils reaching the expected standard or above in Grammar, Punctuation and Spelling)

All Pupils		Disadvantaged		Not disadvantaged	
Brookland	88.2%	Brookland	72%	Brookland	95%
Broxbourne	75.5%	Broxbourne	61.2%	Broxbourne	80.5%

Hertfordshire	75.7%	Hertfordshire	56.8%	Hertfordshire	80.7%
National	72.6%	National	59.7%	National	78.4%

The 3-year trend shows disadvantaged pupils at Brookland to be achieving attainment scores (expected standard and above) above national for SPAG, 75% compared to 59%.

Evaluation of Pupil Premium Strategy 2024-25:

Intended Outcome	Success Criteria	Evaluation
<p>Accelerate progress and attainment 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 KS2 attainment outcomes for the last academic year, and as an average over the last 3 years, have shown that the percentage of disadvantaged pupils achieving the expected standard or above in reading, maths and Grammar, Punctuation and Spelling is higher than national and local (Broxbourne and Hertfordshire) figures.</p> <p>For writing, the school's disadvantaged children achieving at an expected standard or above was below national for 2024-25.</p> <p>However, data across the last 3 years shows the school are above national at 65% compared to 59% working at the expected standard or above.</p> <p>The number of disadvantaged pupils achieving the expected standard or above for reading, writing and maths combined was broadly in line with the national picture, and was higher than local figures last academic year.</p> <p>The School Development Plan (SDP) identifies writing as a curriculum area to improve for all pupils across the school, with a particular focus on disadvantaged pupils, as well as boys.</p> <p>The marking and feedback policy has been adapted to focus more on verbal feedback and 'live' marking during the lesson. Teachers carefully plan focus groups for themselves and their Teaching Assistants (TAs) to help target identified disadvantaged children during core lessons. 1-1 conferencing is also used to teach the children how to proof-read and improve their work, which has developed the children's metacognition skills.</p> <p>All year groups complete termly NFER assessments in core subjects. The data is used to identify gaps in learning, which then informs teachers to adapt planning. The data helps to identify children who need further scaffolding in lessons and who needs additional intervention. Small group booster sessions have been provided to help accelerate identified Pupil Premium (PP), focusing on SATS strategies and preparing them for transition to Year 7.</p> <p>Gap teaching intervention has been 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>Hinge questions are used as a tool for Assessment for Learning (AfL) to identify the children who need additional modelling and support, as well as those who may need challenging earlier in the lesson (split starts).</p> <p>Success criteria/steps to success help the children identify the skills required to be successful in meeting learning objectives. Modelling using a metacognitive approach has helped the children understand how to apply new knowledge and skills to different contexts, and helps them understand the 'why' behind their learning.</p> <p>Working walls are consistent and embedded across the school. The children use them as an additional tool alongside their adults and peers, to use precise transferrable and unit-specific vocabulary. Oracy has been developed by providing the children with consistent sentence stems, e.g. I agree because... I challenge because...</p> <p>Years 5 and 6 have access to specialist, expert, teachers who target identified disadvantaged children in small, focused teaching groups. This has helped accelerate more children from working towards to achieving the expected standard or above.</p> <p>A teaching and learning coach had also been employed to support individual teachers in raising standards of Quality First Teaching (QFT).</p>
<p>Improve attendance and reduce persistent absence through efficient channels of communication and support for identified parents</p>	<p>Ensure that attendance is 96% and above for all disadvantaged children.</p> <p>Monitor attendance regularly and intervene in a timely fashion. Fortnightly meetings between office and headship teams.</p> <p>Develop channels for communication to hold parents accountable.</p> <p>Wellbeing champions/mentors to develop relationships with parents and support families.</p>	<p>Attendance for our disadvantaged children has improved and is higher than the national average at 93.3% compared to 92.6%. This figure has improved from 89.5% in 2022-23 and 90.1% in 2023-24.</p> <p>Disadvantaged persistent absence figures are below national average and have steadily improved over the last three academic years from 38.8% in 2022-23 to 20.4% 2024-25.</p> <p>Work now needs to continue in order to support families to improve attendance figures closer to 96%. Attendance Tree motivates children to be in school as much as possible.</p> <p>The Pupil Premium lead, headship and attendance teams meet fortnightly to carefully track and monitor attendance trends for individual children- case studies have been created to explain different contexts and provisions in place. Support is offered in a timely fashion and regular communication has been key with identified families.</p> <p>Family Support signposting to relevant agencies continues- specifically referrals to CHEXS. Financial support has been provided through wrap around care, extra-curricular provision, uniform and transport for identified disadvantaged pupils.</p>

	<p>Persistent late attenders or absentees invited to nurture breakfast.</p> <p>Provide transport, uniform and PE kit for identified children.</p> <p>CHEXS family support to improve attendance data.</p>	<p>The 1-1 wellbeing champions continue to work with pupils and families across the school to remove barriers to attendance. Attendance will continue to be a focus throughout the 25-26 academic year.</p> <p>Pupil voice has shown that the children want to be in school. They value relationships with their adults, a curriculum which is fun and interesting and time to play with their friends- facilitated through the Outdoor Play and Learning programme (OPAL).</p> <p>Tutoring is funded for children on part-time timetables, as well as CGP books to ensure the curriculum objectives are being met when learning at home.</p>
<p>Pupils/families identified as having social, emotional and/or mental health difficulties are supported so that this is not a barrier</p>	<p>Embed new PSHE curriculum across the school.</p> <p>The pupil premium pupils and families to build relationships with the Wellbeing Champions/mentors.</p> <p>Each child will have a champion to meet them regularly and support them in overcoming barriers.</p> <p>Identified children invited to nurture breakfast clubs and take part in SEMH interventions to improve attitude and confidence towards learning.</p> <p>Mental Health lead to lead on whole-school wellbeing events to develop resilience, self-esteem, and to communicate with parents.</p>	<p>Using the PP funding, the school have invested in a counsellor to provide specialist support to vulnerable children with SEMH needs. Observations and pupil voice have shown improvements in the wellbeing, confidence and self-esteem of these children. Teacher voice has also highlighted improvements in the behaviour for learning of these children in the classroom.</p> <p>Lead LSA supports vulnerable children through nurture groups and targeted SEMH intervention.</p> <p>The PSHE curriculum (Jigsaw scheme) has been in place for an academic year and has supported the children with their SEMH.</p> <p>Every disadvantaged child in the school has access to a wellbeing champion weekly, which has helped identify barriers for these individuals and given them a voice. This information enables the teachers to plan strategies to overcome challenges in class, and identify who needs additional SEMH intervention. Pupil Premium pupils also have access to SEMH, Lego therapy and protective behaviours intervention, which has supported their wellbeing across the year.</p> <p>Mental health lead and Pupil Premium lead have led on events to raise self-esteem and raise aspirations, such as sports events, 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>CHEXS GROWTH programme to improve confidence, resilience and aspirations by exposing identified children to new experiences, enabling social interaction and health improvements.</p> <p>Referrals to CHEXS team used to support and advise identified families at home.</p>	<p>Parents are welcome in school throughout the school year, these take place formally and informally, e.g. class assemblies, carol concerts, OPAL stay and play afternoons etc. The PP lead supported Pupil Premium families through food bank vouchers, pop-up</p> <p>PP funding has supported individuals with specific provisions, such as Therapeutic Hooves and farm work.</p>
<p>Pupils are provided with a wealth of experiences through a broad, exciting curriculum and extra-curricular provision</p>	<p>Ensure the curriculum is balanced and carefully sequenced, and that a creative curriculum allows opportunities for cultural development and wider experiences.</p> <p>Themed curriculum days to deepen children’s learning or topics and cultures.</p> <p>A range of trips/visits planned across the curriculum for all year groups.</p> <p>Funding used to facilitate the attendance of disadvantaged children for clubs and trips (including residential trip).</p> <p>Pupils’ cultural capital developed through exposure to a range of cultural, enrichment, sporting</p>	<p>Pupils across the school attended a range of visits/events/experiences in school. These ranged from local trips, to trips to parliament and museums in London (British/Imperial War), offering a greater breadth of experience to develop cultural capital and compliment curriculum learning. Specialist visitors have come in to school to deliver workshops and talks, such as the Year 5 Astrodome experience. In preparation for the Year 6 residential, Year 4 attended an overnight camping experience at the school, which developed independence and resilience. Financial support for Year 6 disadvantaged children attending residential (PGL) and for swimming lessons.</p> <p>RE trips/visits are also being planned for every year group and Year 3 have already visited the local mosque in line with their learning about Islam, Year 4 had visitors representing Hindu and Sikh beliefs, and Year 6 have had a visit on Humanism.</p> <p>Brookland also increased participation in sports events throughout the school year. They have also participated in music events such as Young Voices at the O2 and in the community at the local care home and Festival of carols. Pupil Premium Pupils were also given access to a range of free after school clubs throughout the academic year, such half-termly. The expectation is for all teachers to work with disadvantaged families to ensure they attend at least one club across the year.</p> <p>Brookland has developed a relationship with the local secondary school and have accessed a range of enrichment activities- cooking, music, art, photography and sports. This will continue in 2025-26 to develop the children’s transferrable and wider life skills.</p> <p>The school purchased an additional set of 32 laptops, which are used during wider curriculum lessons to enrich learning opportunities.</p>

	<p>and social experiences. E.g. funded swimming and music lessons from external agencies.</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>Leaders offer CPD to improve the quality of teaching and learning, using an evidence-based approach, e.g. spaced learning and developing long term memory (knowledge development). CPD has also been given by every subject leader on the intent and implementation of their subject areas, ensuring well-sequenced long term plans. Impact is now being measured through robust monitoring procedures in dedicated leadership times. The junior school will continue to establish relationships with the infants (Federation), to ensure the progression of knowledge and skills over time- in all curriculum areas.</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.