

Brockmoor Primary School – Pupil Premium Strategy (2023–2026)

Year 2 Update: 2024–25 Academic Year

This update summarises the impact of Year 1 of Brockmoor Primary School’s three-year Pupil Premium strategy and outlines the refined implementation for Year 2. The strategy is rooted in strong evidence, aligned with EEF guidance and focused on sustaining high outcomes for disadvantaged pupils through consistently high-quality teaching.

1. Overview

- Academic Year: 2024–25
- Eligible Pupils: 165 FSM Ever 6, 4 Post-LAC
- Pupil Premium Allocation: £254,480
- Recovery Premium: Not received
- Total Strategic Budget: £254,480
- Strategy Cycle: Year 2 of 3 (2023–2026)
- Strategy Lead: Tom Amphlett, Executive Deputy Headteacher

2. Impact from 2023–24 (Year 1)

- RWM Combined: 67%
- Reading: 72%
- Writing: 90%
- Maths: 85%
- GPS: 88%
- Phonics: 89%
- EYFS GLD: 64%
- MTC (25/25): 52%

These outcomes reflect strong attainment across the curriculum, with particular strength in writing, GPS and phonics. Early years and mathematics fluency also improved significantly, establishing secure foundations for further development.

Disadvantaged pupils achieve broadly in line with their peers across most subjects, with particularly strong performance in writing and phonics. Internal analysis indicates that targeted teaching, precise assessment and structured intervention have contributed to improved consistency and reduced variation between groups.

This impact is directly linked to:

- Strong curriculum implementation through CUSP across subjects
- Consistent teaching routines and explicit instruction
- Effective use of assessment to inform teaching and intervention
- Targeted support aligned closely with classroom learning

3. Strategic Implementation for 2024–25

High-Quality Teaching

High-quality teaching remains the central driver of continued improvement, with a focus on precision, consistency and curriculum fidelity.

- Implementation of Walkthrus-informed live coaching to strengthen instructional delivery and responsiveness
- Strengthened curriculum quality assurance through subject leader monitoring, coaching and leadership walkthroughs
- Introduction of pre-teach fluency routines in reading and mathematics to support lower-attaining pupils
- Continued use of a three-teacher model in Year 6 to maximise impact and secure strong outcomes
- Progression towards CUSP Lead School status to further develop curriculum leadership and system-wide expertise

Targeted Academic Support

Targeted support is increasingly refined, with a sharper focus on fluency, retention and greater depth.

- Expanded intervention provision across reading, writing and mathematics, delivered through short-cycle, high-impact teaching
- Structured writing conferencing in UKS2 to improve composition and attainment at greater depth
- Use of Smartgrade standardised assessments to identify gaps and inform precise intervention
- Increased focus on retrieval and rehearsal in mathematics to strengthen fluency and long-term retention
- SLT Leadership Radar used to identify and support disadvantaged pupils, particularly those with SEND

Wider Strategies

Wider strategies continue to address barriers to learning and strengthen engagement and personal development.

- Appointment of a second full-time sports coach to support physical development in EYFS and enhance whole-school provision
- Expanded enrichment offer, including residential, trips and clubs, to increase access for disadvantaged pupils
- Continued development of oracy and cultural capital through assemblies and structured curriculum experiences
- Sustained focus on attendance through relational approaches, early intervention and strong family engagement

Early Years Foundation Stage

Early years provision is a key priority, with a focus on securing strong foundations for disadvantaged pupils.

- Implementation of CUSP Early Foundations to strengthen curriculum structure and coherence in EYFS
- Ongoing coaching and professional development to build staff expertise and confidence
- Collaboration with Brierley Hill to strengthen practice and consistency across the federation
- Partnership with the Local Authority School Improvement Partner to further improve outcomes for disadvantaged pupils

Leadership and Monitoring

Leadership systems are aligned to ensure precise monitoring and evaluation of impact.

- Quality assurance aligned to SLT Leadership Radar and Walkthrus monitoring systems
- Pupil Premium outcomes integrated into performance management and leadership review processes
- EEF implementation guidance used to inform planning, delivery and evaluation of all strategies
- Termly reporting to governors ensures accountability and strategic oversight

4. Reflection and Priorities for Year 2

Year 1 of the strategy secured strong outcomes across core subjects and early years, with notable strengths in writing, phonics and curriculum consistency. High-quality teaching, supported by effective coaching and targeted intervention, has driven this improvement.

In Year 2, the focus is to sustain high attainment while increasing consistency and depth across all areas. Priorities include:

- Embedding live coaching to further strengthen instructional quality
- Securing fluency in reading and mathematics as a core driver of learning
- Increasing the proportion of pupils achieving greater depth, particularly in reading and mathematics
- Strengthening early years provision through full implementation of Early Foundations
- Refining monitoring systems to ensure consistent implementation across all classes

These priorities are designed to sustain strong outcomes, reduce variation and ensure that improvements are embedded and enduring as the strategy moves into its final year.

Tom Amphlett

September 2024