



Pupil Premium Strategy Statement 2023-26

Brunshaw Primary School

1. Contextual Information		2. Funding overview	
Number of pupils in school	411	Pupil Premium funding allocation this academic year	April 2025 – 2026 allocation (Financial Year)
Proportion (%) of pupil premium eligible pupils	41%		£270,225
Academic year/years that the strategy plan covers	3 Years 23 – 24 24 – 25 25- 26	Pupil Premium funding carried forward from previous years	£6020
Date this statement was published	December 2025	Total for this year	£276,245
Review date	September 2026		
Pupil Premium Lead	Mrs A Jameson		
Governor	Mrs J Ludlum		

3. Statement of Intent

At Brunshaw Primary School there is a school-wide commitment to raising achievement outcomes for ALL pupils. A key objective for the use of the pupil premium grant is to close attainment gaps for all eligible pupils. Our belief is that the quality of teaching and learning is the most important factor in the achievement of all pupils (this is particularly true for pupils from areas with a high deprivation indicator). While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly. Common barriers to educational achievement faced by many of our eligible children are weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs). These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Many of our children receive less support at home and there may also be complex family situations that can have an impact on children's outcomes, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and met.

Aims:

- For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning
- To continue to sustain quality support for well-being/mental health issues
- To continue to further develop language and communication skills
- To continue to sustain attainment in Reading, further developing every child's love for reading
- To close the attainment gap in Writing
- To further close the attainment gap in Mathematics
- To continue to improve confidence, independence, and self esteem
- To continue to improve the wider opportunities available for all pupils
- To continue to improve attendance and punctuality

- To continue to sustain positive parental engagement, support, and partnership work to further reduce barriers to learning

4. Barriers	
1.	To continue to further develop language acquisition and communication skills focusing on speaking and listening
2.	To continue to further develop pupils' phonic and reading skills to increase progress and attainment outcomes
3.	To close the attainment gap in reading, writing & maths
4.	To continue to sustain quality support and provision for pupils, mental health, and social and emotional wellbeing
5.	To further improve rates of attendance and punctuality for all children, with a particular focus on those who are persistence absentees
6.	Many pupil premium children fit into vulnerable groups such as SEND
7.	Many children have limited knowledge and understanding of the world and very limited life experiences / cultural capital

5. Intended outcome	Success criteria
1. Improved oral language & oracy across EYFS and KS1 for PP pupils.	Staff are confident in identifying children who require language intervention. Gaps in children's language development are addressed and communication skills are improved. Key vocabulary is identified in all subjects and explicitly taught and referred to. Collaborative work is planned for which is identified in planning and effectively implemented in lessons. There is a positive impact on attainment and progress for disadvantaged pupils in all curriculum areas. By end of Reception: sustain upward trend in Communication & Language ELG; language screening (WELCOMM) shows equivalent progress for targeted PP pupils. Teacher observations and speaking-listening inventories show increased vocabulary use in classroom talk. EEF – Oral language interventions
2. Disadvantaged pupils' ability to recall long-term memory learning increases to improve progress and attainment outcomes in reading and phonics.	Monitoring evidence demonstrates the quality of teaching is at least good in all year groups with disadvantaged pupils making at least expected progress and some making accelerated progress. All teaching and support staff are proficient in the use of metacognitive teaching and learning strategies. This impacts positively on disadvantaged pupils' ability to recall facts and improves attainment outcomes. Explicitly planned first –hand teaching and learning experiences motivate and further engage pupils in their learning. This increases opportunities to embed cultural capital experiences and promotes longer term memory recall to further improve disadvantaged pupils' overall attainment.
3. The attainment gaps start to close in reading, writing and maths, with a particular focus on raising maths outcomes.	Disadvantaged pupils make accelerated progress and begin to catch-up so that attainment gaps in reading, writing & Maths are in line with non-disadvantaged pupils. By end of KS2: PP attainment gaps are reduced year-on-year. Staff provide targeted small-group tuition/intervention where required (EEF evidence for small-group/1:1 tuition?)
4. The quality of support and provision for disadvantaged pupils' wellbeing and mental health is sustained and impacts positively on pupil outcomes.	Pupils and their families engage positively with school and value education. Pupils and families in need of early help support are effectively identified and signposted to the appropriate provision. This impacts positively on future prospects and outcomes for individual pupils. There is an established student-centered safeguarding approach throughout the school, which is structured, systematic and age appropriate. The student-centered safeguarding approach educates children about the core concepts of safeguarding so that pupils feel empowered to take action and become protective of themselves and their peers.

5. Whole school data illustrates rates of disadvantaged pupils' attendance and punctuality are in line with or above national expectations (95%)	Parents/carers appreciate how important it is that their child/ren are on-time and don't miss out on the learning that is happening at the beginning of the day. Staff feel well supported by the parents. Disadvantaged pupils' punctuality record is improving towards excellent. Persistent absenteeism is significantly reduced. Overall attendance is in line with or above national expectations (95%). Punctuality is excellent with pupils and their families valuing the importance of being on time for the start of the school day.
6. Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful	Children will have experienced a range of experiences, visits, working with creative practitioners etc., to bring learning to life. Children have access to a range of extracurricular provision to broaden their experiences. School will fund visits for PP children, taking away the financial barriers for families.

6. Teaching Priorities		
Priority	Evidence	Monitoring
Improve the language acquisition gap among disadvantaged Reception pupils through targeted early-language interventions, with a specific focus on developing oracy skills. £3000	School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that this impacts greatly on children's cognitive development (including language acquisition and oracy).	Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT. SENCo & SLT to monitor impact (see monitoring calendar).
Targeted, extracurricular support from additional 3x TAs in reading, writing and Maths and additional resources. £66,000	Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading, writing and Maths intervention programmes for disadvantaged pupils	SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring calendar).
Maths & English Lead attend CPD termly sessions to ensure all teachers continue to implement quality first teaching in maths and English for all pupils. £2500	Internal assessments and tracking combined with Pupil Progress meetings evidenced lower levels of expected attainment from PP and non-PP children across all year groups in Maths and writing.	SLT allocate significant staff meeting time for Maths & English Leads to disseminate and update all teachers with relevant updates/CPD Regular subject leader monitoring will ensure any gaps in subject knowledge or confidence are addressed.

<p>Further text purchased to support implementation of Red Rose Phonics scheme. Matching texts continue to fill any gaps in the reading scheme to ensure a consistent approach to the teaching of early reading and phonics.</p> <p>£1200</p>	<p>Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of 1-1 interventions and group reading/phonics intervention programmes for disadvantaged pupils.</p>	<p>SLT monitoring - through lesson observations, learning walks, book looks and talking to pupils will be triangulated to ensure the role of all teaching assistants effectively contribute to the delivery of quality first teaching in all classrooms and impact positively on outcomes (see monitoring calendar).</p>
<p>Purchase of the Red Rose Spelling Scheme to improve spelling attainment for disadvantaged pupils.</p> <p>£1000</p>	<p>Disadvantaged pupils show wider gaps in spelling, with assessments and work scrutiny highlighting minor inaccuracies. This impacts writing quality and confidence, evidencing the need for a structured scheme like Red Rose Spelling to close gaps and support progression.</p>	<p>Termly monitoring carried out by the English lead. Data will be analysed to identify disadvantaged pupils not on track, with interventions adjusted accordingly. Termly reviews will be shared with senior leaders to ensure impact and consistency across classes.</p>
<p>To develop the role of the sport coach to support disadvantaged pupils through sport and PE</p> <p>£19,500</p>	<p>Pupil Progress meetings combined with internal tracking analysis evidences the positive impact of intervention programmes delivered by sports coach e.g. Maths on the Move</p>	<p>Maths subject leader and SLT conduct regular monitoring of the role of the sport coach – (SLT Monitoring calendar). Pupil Progress meetings and data collection used termly to record and evaluate effectiveness of reading interventions. Maths Lead/SLT monitoring calendars effectively and regularly monitor PE interventions across school. Appraisal review will ensure any gaps in subject knowledge or confidence are addressed.</p>
<p>Whole-school CPD delivered through Red Rose Maths (RRM) training, ensuring all staff receive comprehensive guidance on the scheme of learning and adaptive teaching strategies, consistently implemented across all year groups.</p> <p>£2500</p>	<p>Lesson observations and learning walks demonstrate the consistent implementation of RRM strategies across all year groups. Staff planning documentation reflects alignment with RRM schemes and pedagogy, ensuring structured and coherent approaches to maths teaching. Work scrutiny further confirms that pupils are applying RRM methods in their books, showing evidence of learning progression and mastery of concepts.</p>	<p>Monitoring is conducted through regular lesson observations conducted by SLT/ Maths lead, learning walks, and work scrutinies to ensure consistent use of RRM strategies across the school. Staff planning and pupil books are reviewed termly, and pupil progress data is analysed to evaluate the impact of RRM on attainment and engagement, with feedback used to refine teaching approaches and targeted intervention. (See monitoring calendar).</p>

<p>Maths intervention space, computing software, RRM workbooks and mathematical resources purchased to support disadvantaged pupils in line with the Red Rose Maths Programme</p> <p>£5000</p>	<p>Disadvantaged pupils enter school with significant gaps in mathematics, limiting their progress and attainment. Research shows that targeted, structured interventions improve outcomes for pupils from socio-economically disadvantaged backgrounds. To address this, the school provides focused maths support through a dedicated intervention space, RRM workbooks, computing software, and high-quality resources aligned with the RRM programme.</p>	<p>See above.</p>
Total Spending:	£100,700	

7. Targeted academic support		
Priority	Evidence	Monitoring
<p>SALT/ WELLCOMM Intervention</p> <p>£8000</p>	<p>School baseline data demonstrates pupils' language acquisition is well below national averages on entering Reception Class. The school's socio-economic indicators highlight 95% of pupils are from the most disadvantaged backgrounds. There is a wealth of research evidence to support the conclusion that these impacts greatly on children's cognitive development (including language acquisition).</p>	<p>Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment, and next steps for pupils during termly Pupil Progress Meetings with SLT.</p> <p>SENCo & SLT to monitor impact (see monitoring calendar).</p>
<p>Dyslexia / Reading Intervention programme: IDL</p> <p>£500</p>	<p>English Subject leader conducted whole school audit for writing. Key writing skills were identified within each KS2 year group. IDL was purchased to provide targeted spelling interventions for pupils within KS2.</p>	<p>Benchmarking data will be collected for pupils who are part of intervention groups. This will be used to discuss progress, attainment and next steps for pupils during termly Pupil Progress Meetings with SLT.</p> <p>SENCo/SLT & English Subject Leader to monitor impact (see monitoring calendar).</p>
<p>Small-group tuition/ intervention in maths and English is provided before, during, or after school, with targeted sessions for the most vulnerable Pupil Premium pupils.</p> <p>£10,000</p>	<p>Assessment data demonstrating measurable progress and gap closure in maths and English, work scrutiny showing pupils applying strategies learned during sessions, and pupil and teacher feedback reflecting increased confidence, engagement, and understanding.</p>	<p>Benchmarking data, work scrutiny, and lesson observations to ensure pupils are making progress and gaps in learning closing. Pupil participation tracked. SLT/ Subject leaders to monitor the impact of the interventions.</p>

Additional TA across Year 5/6 to provide targeted tutoring and intervention for reading, SPAG and maths. Targeted support to close the gaps for pupil premium pupils. £18,000	See above	Benchmarking data, work scrutiny, and lesson observations to ensure pupils are making progress and gaps in learning closing. Pupil participation tracked. SLT/ Subject leaders to monitor the impact of the interventions.
Total Spending:	£36,500	

8. Wider Strategies		
Priority	Evidence	Monitoring
Retention of 3 x Pupil and Family Support Worker to provide high quality support and wellbeing interventions £66,672	The role of the Pupil and Family Support Workers has increased exponentially as the complex needs of pupils and their families has increased. There are a growing number of pupils being added to the school's wellbeing register ranging from universal support through the continuum of need to CP level.	Parent/Pupil survey, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Termly HT report to the Governing Board, Appraisal review meetings and Case Studies.
Appointment of a Attendance Lead to provide high quality support and challenge to overcome attendance barriers for families £22,817	Improved overall attendance for the whole school. Pupils identified as severe or persistent absentees improve attendance and appropriate support is in place to overcome barriers e.g., EBSA. Daily monitor of attendance, Ofsted, work by Pupil and family support worker. All relevant safeguarding/attendance training delivered	Parent/Pupil survey, Monthly DSL Safeguarding/attendance Update meetings, Weekly attendance/punctuality figures, Termly HT report to the Governing Board, Appraisal review meetings and Case Studies, working closely with LA attendance consultant.
Subsidised trips/visitors & experiences £12,700	First hand experiences through the provision of trips and/or visitors strengthen pupils' ability to recall key skills and knowledge (sticky learning) Quality first teaching; explicitly planned first-hand experiences and the further development of metacognitive practices through continued staff training, increases pupils' ability to recall facts and draw upon strategies to recall long-term memory to further improve progress and attainment outcomes.	Ongoing teacher formative assessment, SLT/Subject leaders talking to pupils, Half termly summative assessment/quizzes, termly summative assessments, Pupil Progress meetings and data collection will be used termly to record and evaluate impact of trips/visitors & experiences.

<p>PFSWs support disadvantaged children and families by supplying essential items including school uniform, household necessities, food parcels, and hygiene products to reduce barriers to attendance, engagement, and wellbeing</p> <p>£10,000</p>	<p>Teacher observations show clear improvements in pupils' readiness to learn, hygiene, self-esteem, and overall participation following targeted support. This is reflected in enhanced engagement in lessons and increased involvement in extracurricular activities. Parents are also demonstrating higher levels of engagement in workshops, meetings, and ongoing communication with the school, supported by the trust built through PFSW intervention. As relationships strengthen, families are accessing a wider range of support services, with increased uptake indicating growing confidence in the PFSW role and its impact.</p>	<p>Monitoring is carried out through regular reviews of teacher observations, attendance and engagement data, and pastoral records, alongside feedback from families and PFSWs. Uptake of support services, participation in workshops, and changes in pupil engagement are analysed termly to evaluate impact and ensure support remains targeted and effective.</p>
<p>Breakfast Club& After School Care provided daily for all pupils to attend free of charge</p> <p>£5000</p>	<p>Maslow's hierarchy of needs informs us that a child will not be ready to learn until their basic needs have been met. Providing disadvantaged pupils with a free breakfast and the opportunity to start the day in a positive way impacts significantly on pupil outcomes.</p>	<p>Parent/Pupil surveys, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Breakfast club monitoring report produced and shared with governors.</p>
<p>Attendance & Punctuality Incentives e.g., 'Attendance weekly winners' 'Hotspot prizes' Attendance raffles</p> <p>£2000</p>	<p>Attendance rates continue to remain slightly below the national expectation of 96%, with punctuality rates fluctuating amongst a small number of identified pupils/families. There continues to be a higher than average % of persistent absentee pupils, combined with a small cohort of parent/carers who struggle to recognise the significance of good attendance and punctuality.</p>	<p>Monthly DSL Safeguarding & Attendance Update meetings, Weekly attendance/punctuality data. Meetings with the attendance governor.</p>

<p>Ensure all disadvantaged pupils receive timely, coordinated pastoral support to improve social, emotional, and mental health, attendance, and engagement by strengthening referral pathways, SEMH triage, and school-based family interventions, including home visits, parenting workshops, and welfare signposting.”</p> <p>£6500</p>	<p>Completed referral forms showing timely and appropriate identification of need. SEMH/ attendance CPOMs logs (frequency, response times, multiagency work, follow-up actions) Reduction in repeated referrals due to earlier, more effective intervention. Reintegration plans and support. Rise in number of parents attending workshops. Additional resources such as SEMH workstations and regulation desks support behavioural regulation. Pastoral support resources used effectively for direct work sessions.</p>	<p>Monthly DSL Safeguarding & Attendance Update meetings. Term meetings with school governors. Attendance data monitoring. Behaviour learning walks/monitoring with Acorn Psychology and School Advisor.</p>
<p>Total Spending: £262,889</p>		

Total Pupil Premium Grant approved for 25-26 financial year: £270,225

Total budgeted cost for 25 - 26 financial year: £262,889

Pupil Premium funding unallocated for 25– 26 financial year: £7336

£25,336 to be carried over into 25 – 26 financial year allocated pupil premium funding

Pupil Premium strategy outcomes and evaluation

This details the impact that our pupil premium activity had on pupils in the **2025 to 2026 academic year**.

See PP 2023-26 Evaluation via school website

Externally Provided Programmes

Programme	Provider
Fast Track Phonics & Bounce Back Phonics	LCC
S&L interventions - Wellcomm	LCC

Red Rose Mastery Maths SOW	LCC
ESBA	LCC
Trauma Informed whole school training (VRN)	VRN
Emile	Emile Education
IDL	IDLS Group
Curious Quests	Can I Go play Now?
Drawing Club	Can I Go play Now?