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) £255,500
Proportion (%) of pupil premium eligible pupils	41%		
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**	**£2261,520**
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**	**End of year Evaluation 2025/2026**
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 early-language intervention (WELLCOMM) was implemented successfully for disadvantaged Reception pupils. Baseline information identified significant gaps in language acquisition on entry, and pupils receiving additional support were monitored through regular benchmarking and pupil progress meetings. The interventions provided focused opportunities to develop vocabulary, listening, speaking and confidence in communication. Progress was reviewed termly by the SENCo and SLT, enabling provision to be adapted where required. The intervention has contributed positively to pupils' language development, although the significant gaps on entry mean that continued targeted support remains a priority.
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).	The additional three teaching assistants provided targeted support across reading, writing and mathematics, including 1:1 and small-group interventions. Pupil progress meetings and internal tracking demonstrated positive progress for disadvantaged pupils receiving targeted support. Monitoring through learning walks, observations, book looks and pupil discussions also ensured that additional adults were used effectively to

			complement quality-first teaching. The investment has strengthened targeted provision and supported improved outcomes for disadvantaged pupils, with intervention provision remaining an important element of the school's strategy for addressing gaps.
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.	Termly CPD and subject leadership development supported the continued implementation of quality-first teaching in English and mathematics. Internal assessment and tracking identified attainment gaps between disadvantaged and non-disadvantaged pupils, enabling subject leaders and teachers to focus professional development and classroom practice on identified areas of need. Staff knowledge and consistency in teaching approaches have been strengthened, although ongoing analysis of attainment data indicates that further work is required to close gaps, particularly in reading and mathematics.
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. £1200	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.	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).	Additional texts were purchased to ensure that pupils had access to appropriately matched reading material alongside the Red Rose Phonics programme. This supported consistency in the teaching of early reading and provided additional opportunities for disadvantaged pupils to practise and consolidate phonics skills. Internal tracking and pupil progress meetings demonstrated positive impact from targeted reading and phonics interventions. The additional resources have strengthened the school's early reading provision and supported disadvantaged pupils in developing greater fluency and confidence.
Purchase of the Red Rose Spelling Scheme to improve spelling attainment for disadvantaged pupils.	Disadvantaged pupils show wider gaps in spelling, with assessments and work scrutiny highlighting minor inaccuracies. This impacts writing quality and confidence, evidencing	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	The introduction of the Red Rose Spelling Scheme provided a more structured and consistent approach to spelling across the school. Assessment and work scrutiny identified spelling inaccuracies among disadvantaged pupils which were affecting writing quality and confidence. The scheme has

£1000	the need for a structured scheme like Red Rose Spelling to close gaps and support progression.	shared with senior leaders to ensure impact and consistency across classes.	provided teachers with a clear progression and enabled identified gaps to be addressed more systematically. The provision has strengthened consistency in spelling teaching and supported pupils in developing greater accuracy.
To develop the role of the sport coach to support disadvantaged pupils through sport and PE £19,500	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	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.	The sport coach provided targeted opportunities for disadvantaged pupils to develop physical skills, confidence, teamwork and engagement, alongside academic intervention such as *Maths on the Move*. Pupil progress information demonstrated positive impact from targeted interventions, while regular monitoring by the Maths Lead and SLT ensured that provision remained focused on identified pupil needs. The role has provided valuable additional support for disadvantaged pupils and contributed to engagement and learning through practical approaches. The programme will continue to be evaluated against participation, engagement and academic progress.
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. £2500	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.	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).	Whole-school Red Rose Maths training strengthened staff understanding of the scheme of learning and adaptive teaching strategies. Lesson observations, learning walks and work scrutiny demonstrated consistent implementation across year groups, with planning and pupils' books showing alignment with the Red Rose Maths approach. The CPD has improved consistency in mathematics teaching and supported a more coherent approach to progression and mastery.
Maths intervention space, computing software, RRM	Disadvantaged pupils enter school with significant gaps in mathematics, limiting their progress and	See above.	The dedicated maths intervention space, RRM workbooks, computing software and additional mathematical resources strengthened the school's

workbooks and mathematical resources purchased to support disadvantaged pupils in line with the Red Rose Maths Programme £5000	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.		capacity to provide targeted support for disadvantaged pupils. Resources were aligned with the Red Rose Maths programme and used to address identified gaps in mathematical knowledge and fluency. The investment has enhanced the quality and consistency of targeted mathematics provision. Pupil progress monitoring indicates that focused intervention is supporting pupils to address gaps in learning; however, continued targeted support is required for pupils who entered school significantly below age-related expectations.
Total Spending:	**£100,700**		

7. Targeted academic support			
Priority	**Evidence**	**Monitoring**	**End of year Evaluation 2025/2026**
SALT/ WELLCOMM Intervention £8000	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).	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 SALT/WELLCOMM interventions supported disadvantaged pupils with identified speech, language and communication needs. Pupils made positive progress from their starting points, although continued support is required due to significant language gaps on entry to Reception.

Dyslexia / Reading Intervention programme: IDL £500	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.	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 & English Subject Leader to monitor impact (see monitoring calendar).	The IDL programme was introduced following a whole-school writing audit which identified specific gaps in spelling and writing skills across KS2. Targeted pupils received additional support to develop spelling, reading and literacy skills. Progress was monitored through benchmarking and pupil progress meetings, with interventions adapted in response to individual needs. The intervention has provided targeted support for pupils experiencing difficulties with literacy and spelling and has contributed to improved confidence and accuracy. Continued monitoring will ensure that pupils who remain below age-related expectations receive appropriate additional support.
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. £10,000	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.	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.	Targeted tuition addressed specific gaps in English and mathematics for vulnerable disadvantaged pupils. Assessment and work scrutiny showed positive progress and improved confidence, with intervention helping to reduce identified gaps.
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.	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.	Additional TA support provided targeted intervention in reading and mathematics. The provision supported improved progress, confidence and engagement for disadvantaged pupils and helped address identified gaps in learning. The SATs data also improved significantly in mathematics, showing impact across year 6.

£18,000			
Total Spending:	**£36,500**		

8. Wider Strategies			
Priority	**Evidence**	**Monitoring**	**End of year Evaluation 2025/2026**
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.	Retention of 3 Pupil and Family Support Workers – £66,672 PFSWs provided targeted support for pupils and families experiencing increasingly complex needs. Their work improved wellbeing, engagement and access to appropriate support, with case studies and parent/pupil feedback demonstrating positive impact.
Appointment of a Attendance Lead to provide high quality support and challenge to overcome attendance barriers for families £22,748	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.	The Attendance Lead provided focused challenge and support to families experiencing attendance barriers. Attendance was closely monitored and targeted support, including work around persistent absence, illness related absence and EBSA, helped improve attendance for identified pupils with the gap closing from 117 PA pupils to 71.
Subsidised trips/visitors & experiences £12,500	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	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.	Subsidised experiences ensured disadvantaged pupils had access to a wider range of educational opportunities. These experiences strengthened pupils' knowledge, vocabulary and ability to make links with classroom learning, supporting engagement and long-term recall.

	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.		
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 £9,000	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.	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.	PFSWs provided essential items including food, uniforms, household items and hygiene products, reducing barriers to attendance and learning. Pupils showed improved readiness, confidence and engagement, while stronger relationships with families increased their engagement with school and wider support services.
Breakfast Club& After School Care provided daily for all pupils to attend free of charge	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	Parent/Pupil surveys, Monthly DSL Safeguarding Update meetings, Weekly attendance/punctuality figures, Breakfast club monitoring report produced and shared with governors.	Free breakfast and wraparound provision supported pupils' basic needs and enabled them to start the school day positively. The provision supported attendance, punctuality, readiness to learn and engagement, particularly for disadvantaged pupils and families experiencing financial pressures and barriers at home.

£5000	impacts significantly on pupil outcomes.		
Attendance & Punctuality Incentives e.g., 'Attendance weekly winners' 'Hotspot prizes' Attendance raffles £2000	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.	Monthly DSL Safeguarding & Attendance Update meetings, Weekly attendance/punctuality data. Meetings with the attendance governor.	Attendance incentives encouraged pupils and families to improve attendance and punctuality. The initiatives increased awareness and engagement around attendance, although persistent absence and punctuality remain areas requiring continued focus.
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."	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.	Monthly DSL Safeguarding & Attendance Update meetings. Term meetings with school governors. Attendance data monitoring. Behaviour learning walks/monitoring with Acorn Psychology and School Advisor.	Targeted pastoral and SEMH support ensured disadvantaged pupils received timely intervention, including family support, referrals and reintegration plans. Earlier intervention improved engagement and supported pupils' emotional wellbeing, behaviour and attendance, with continued multi-agency working strengthening provision. The Pastoral Tracker showed evidence and impact of this coordinated support and the referral process across the school.

£6400			
Total Spending: £261,520			

Total Pupil Premium Grant approved for 25-26 financial year: £255,500

Total budgeted cost for 25 - 26 financial year: £261,520

Pupil Premium funding unallocated for 25– 26 financial year: £0

£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?