

Pupil premium strategy statement – Brookfield Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	234 (Including Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	12 th December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katy Smith
Pupil premium lead	Ashley Pearce
Governor / Trustee lead	Lisa Whiteley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,819
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,819

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Brookfield Primary School, we are committed to ensuring that every child, regardless of background or circumstance, leaves Year 6 as a confident, independent learner, fully equipped and inspired for their next educational journey. Our WARM values—**Welcoming, Achieving, Respectful, and Magical**—underpin everything we do, creating an environment where all pupils can flourish.

We are driven by our unwavering commitment to **ambition, inclusion, and diversity**. We hold the highest aspirations for every child and recognise that disadvantage should never be a barrier to excellence. Our pupil premium strategy is designed to ensure that disadvantaged pupils not only achieve their potential but are supported to exceed it, including those who are already high attainers.

Our Approach

We recognise that our pupil premium cohort, though small in number, often presents complex and intersecting needs, including special educational needs and disabilities (SEND) and other challenging personal circumstances. Our approach is therefore highly personalised, responsive, and rooted in rigorous diagnostic assessment rather than assumptions about disadvantage.

High-quality teaching is the cornerstone of our strategy. Research consistently demonstrates that excellent classroom practice has the greatest impact on closing the disadvantage attainment gap while simultaneously benefiting all learners. We invest in developing outstanding teaching across our school, from Nursery through Year 6, ensuring that every lesson is ambitious, inclusive, and accessible.

Targeted intervention complements quality-first teaching, addressing specific barriers to learning identified through careful assessment and analysis. Our interventions are evidence-informed, carefully monitored, and adapted in response to pupil progress.

Partnership working is central to our success. We collaborate closely with families, external professionals, and the wider community to create a holistic support network around each child. We understand that engaging all stakeholders in children's education creates the strongest foundation for progress.

Our Objectives

Our pupil premium strategy is designed to achieve the following outcomes:

- **Close the attainment gap** between disadvantaged and non-disadvantaged pupils across all year groups and subjects
- **Ensure all disadvantaged pupils make at least expected progress**, with many exceeding this, across the curriculum
- **Support children's health, wellbeing, and mental health** to remove barriers to learning and enable full engagement in school life
- **Provide rich, diverse cultural capital experiences** that broaden horizons, raise aspirations, and create magical learning opportunities
- **Develop communication and language skills** to age-appropriate levels, recognising these as fundamental to all learning

- **Foster strong partnerships** with families and the wider community, ensuring all stakeholders are actively engaged in children's educational journey

Our Commitment

We are committed to:

- **Maintaining the highest expectations** for all pupils, reflecting our core driver of ambition
- **Ensuring teaching and learning opportunities meet individual needs**, embodying our commitment to inclusion
- **Celebrating and valuing diversity** in all its forms across our school community
- **Providing appropriate, responsive provision** for vulnerable pupils, including those with overlapping disadvantage and SEND
- **Making evidence-informed decisions** based on robust assessment and evaluation

We recognise that not all pupils facing social disadvantage are registered for or qualify for Pupil Premium. We therefore retain the flexibility to allocate pupil premium funding strategically to support any pupil or group legitimately identified as experiencing disadvantage, ensuring our WARM values extend to every child who needs additional support.

Through this approach, we will ensure that every child at Brookfield Primary School receives the ambition, inclusion, and magical experiences they deserve, leaving us as confident, achieving, and respectful learners ready to embrace their future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A significant proportion of our pupil premium children experience social, emotional, and mental health challenges linked to adverse home experiences and complex family circumstances. These difficulties can impact their readiness to learn, their ability to regulate emotions in the classroom, and their overall engagement with education.
2	Many of our disadvantaged pupils have intersecting vulnerabilities, with a considerable number also having identified special educational needs and disabilities (SEND). This dual disadvantage requires carefully coordinated, multi-layered support to address both learning needs and wider barriers to achievement.
3	Assessment data indicates that some pupil premium children demonstrate difficulties with memory recall and working memory capacity. These cognitive challenges can significantly impact their ability to retain and apply new learning, particularly in areas requiring sequential processing or the manipulation of multiple pieces of information.

4	Internal data analysis reveals that pupils in receipt of pupil premium funding do not currently achieve as well as their non-disadvantaged peers in reading, writing, and mathematics across all year groups. Closing these attainment gaps and accelerating progress is a key priority for our strategy.
5	Some families in receipt of pupil premium funding face barriers to engaging fully with school life. This may include limited confidence in supporting learning at home, difficulties attending school events or meetings, or challenges in establishing consistent home learning routines. Strengthening these home-school partnerships is essential for sustained pupil progress.
6	Data shows that some disadvantaged pupils have lower attendance rates than the school average. Persistent absence and poor punctuality create significant gaps in learning and limit opportunities for consistent academic and social progress.
7	Baseline assessments indicate that a number of disadvantaged pupils enter our Nursery and Reception classes with limited vocabulary and underdeveloped communication skills. Some require significant speech and language intervention to access the curriculum effectively and develop age-appropriate communication abilities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To sustain and deepen children's self-esteem, confidence, and emotional resilience to ensure all disadvantaged pupils are consistently ready to learn and engage positively with challenge	<p>Sustained Pupil Engagement and Learning Behaviours</p> <ul style="list-style-type: none"> All disadvantaged pupils consistently demonstrate active participation in lessons, including answering questions, contributing to discussions, and engaging in collaborative work Observed increase in pupils' willingness to tackle challenging tasks independently, with evidence of persistence when facing difficulties <p>Advanced SEMH Development and Self-Regulation</p> <ul style="list-style-type: none"> Pupils independently apply self-regulation strategies learned through My Happy Mind without adult prompting, as evidenced in classroom observations. Reduction in low-level behavioural incidents and pastoral interventions required for PP pupils, tracked through behaviour logs. Pupil voice surveys demonstrate sustained high levels of confidence, self-

	<p>esteem, and enjoyment of learning, with year-on-year comparison showing maintenance or improvement</p> <p>Embedded Pedagogical Practice</p> <ul style="list-style-type: none"> • WalkThru strategies (Think, Pair, Share, Cold Calling, effective questioning) are consistently observed across all lessons and year groups • Learning walks and observations evidence that all staff create inclusive classroom environments where mistakes are normalized and all pupils feel safe to take risks • Teachers demonstrate high-quality feedback and responsive teaching that builds pupils' confidence and learning independence <p>Impact on Academic Outcomes and Resilience</p> <ul style="list-style-type: none"> • Disadvantaged pupils demonstrate improved learning stamina and ability to work independently for extended periods • Book looks and work scrutiny show that PP pupils attempt challenging tasks and respond positively to feedback with improvements evident <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Regular learning walks focusing on engagement, participation, and self-regulation • My Happy Mind module surveys tracked and compared across the year • Teacher and TA observations of self-regulation strategies in action
<p>To accelerate progress and raise attainment for all disadvantaged pupils, with particular focus on closing gaps in writing across the school.</p>	<p>Accelerated Progress and Raised Attainment</p> <ul style="list-style-type: none"> • All pupil premium pupils make at least expected progress from their starting points, with an increased proportion making accelerated progress (exceeding expected). • The percentage of PP pupils achieving age-related expectations increases in every year group year on year.

- Attainment gaps between PP and non-PP pupils narrow across all year groups and subjects, with particular focus on writing
- Year 6 PP pupils achieve outcomes in line with non-PP peers across reading, writing, and mathematics

Closing the Writing Gap

- Pathways for writing is implemented effectively for all year groups to narrow the gap between PP and Non PP children.
- The percentage of PP pupils achieving age-related expectations in writing increases by at least 10 percentage points in each year group.
- Book looks and moderation demonstrate improved quality, stamina, and independence in writing for PP pupils
- Pupils demonstrate improved transcription skills (handwriting, spelling) alongside composition skills.

Enhanced Monitoring and Responsive Intervention

- Termly data drops continue to track PP progress with immediate action taken where progress is below expected
- Credible plan meetings include detailed analysis of PP pupil progress with adjustments to provision made promptly.
- Intervention impact is systematically measured through pre- and post-assessment, with interventions adjusted or ceased based on evidence.

Support for Complex and Overlapping Needs

- Provision maps clearly identify how SEND and PP funding work together to support pupils with dual disadvantage
- Individual pupil barriers (including SEMH, attendance, home circumstances) are effectively addressed through coordinated support

	<p>Continued Professional Development</p> <ul style="list-style-type: none"> • Staff receive CPD focused on effective writing instruction, early intervention strategies, and supporting learners with complex needs • Barriers to Learning documentation is updated and shared with all staff at the start of the academic year • WalkThru strategies continue to be embedded and refined to support all learners, with particular focus on scaffolding for disadvantaged pupils <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Termly data analysis comparing PP and non-PP progress and attainment across all subjects and year groups • Termly credible plan meetings reviewing PP pupil progress and provision • Pre- and post-intervention assessments for all targeted support • Learning walks focusing on quality-first teaching for PP pupils • Pupil progress meetings with rigorous focus on PP pupils not making expected progress.
<p>To embed and extend oral language and vocabulary development across all year groups, ensuring systematic progression and consistency of high-quality practice.</p>	<p>Embedded and Consistent Practice Across the School</p> <ul style="list-style-type: none"> • All year groups consistently implement dialogic teaching approaches, with evidence in lesson observations and learning walks • Word walls, vocabulary displays, and language-rich resources are actively utilized in every classroom, with pupils able to articulate how these support their learning • Staff routinely model sophisticated, subject-specific vocabulary across all curriculum areas, with consistent approaches to introducing, practicing, and reviewing new vocabulary <p>Measurable Progress in Language Development</p> <ul style="list-style-type: none"> • Speech and language assessments show continued improvements for disadvantaged pupils, with accelerated progress for those starting from low baselines

- Writing assessments demonstrate increasingly sophisticated vocabulary use, with PP pupils' vocabulary development matching or exceeding non-PP peers

Enhanced Engagement and Confidence in Communication

- All PP pupils participate confidently in class discussions, partner talk, and group activities, with reduced reliance on adult prompting
- Cold Calling and Think, Pair, Share are embedded across all lessons, ensuring equitable participation
- Pupil voice demonstrates that disadvantaged pupils feel confident to express their ideas and ask questions

Phonics Excellence

- Year 1 phonics screening outcomes for PP pupils match or exceed non-PP pupils and national averages
- The number of KS2 pupils requiring phonics catch-up continues to decrease as earlier intervention proves effective
- Little Wandle Keep Up and Catch Up interventions demonstrate measurable impact through pre- and post-assessment

Extended Access to High-Quality Texts

- Topic-linked high-quality texts continue to be provided and regularly refreshed across all year groups
- Pupils engage with increasingly challenging texts that develop vocabulary, comprehension, and cultural capital
- Reading for pleasure is embedded, with pupils able to discuss favourite books and authors with enthusiasm

Enhanced Staff Expertise

- All staff demonstrate understanding of typical language development milestones and can identify pupils requiring additional support

	<p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Termly speech and language assessments for identified pupils • Learning walks specifically focused on language modelling and vocabulary instruction • Pre- and post-intervention assessments for Little Wandle and other language interventions • Regular review of high-quality text usage through planning scrutiny and pupil interviews • Phonics screening data analysis (Year 1 and Year 2) • Pupil voice surveys regarding confidence in speaking and participation
<p>To sustain exceptional reading attainment while further closing remaining gaps and developing deeper reading comprehension and critical thinking skills</p>	<p>Sustained and Improved Attainment</p> <ul style="list-style-type: none"> • Year-on-year improvements in reading attainment are sustained, with the percentage of PP pupils achieving age-related expectations maintained or improved in all year groups. <p>Complete Closure of Attainment Gaps</p> <ul style="list-style-type: none"> • The attainment gap between PP and non-PP pupils in reading is eliminated or reduced to less than 5 percentage points in all year groups • No year group shows a reading attainment gap exceeding 10 percentage points • Analysis demonstrates that any remaining gap is attributable to significant SEND rather than disadvantage alone <p>Phonics Excellence</p> <ul style="list-style-type: none"> • Year 1 phonics screening outcomes for PP pupils exceed previous year and match or exceed non-PP pupils • Year 2 phonics resit outcomes show 100% of PP pupils passing (unless significant SEND barriers exist) • Little Wandle Keep Up and Catch Up interventions continue to reduce the KS2 cohort requiring phonics support • Pre- and post-intervention data demonstrates accelerated progress for all pupils accessing phonics catch-up

Development of Advanced Reading Skills

- Disadvantaged pupils demonstrate strong comprehension skills, with ability to retrieve information, make inferences, and predict outcomes
- Pupils can analyse author's language choices and explain the effect on the reader
- PP pupils confidently discuss themes, make connections between texts, and express opinions about books with supporting evidence
- Assessment data (including teacher assessment and standardized tests) shows PP pupils performing at or above age-related expectations in comprehension and inference skills

Reading for Pleasure and Cultural Capital

- Library borrowing data shows disadvantaged pupils regularly borrowing books across a range of genres
- Classroom libraries are well-used, with pupils able to recommend books to peers
- Pupils demonstrate knowledge of a range of authors, poets, and illustrators appropriate to their age
- Reading logs and pupil voice evidence increased reading stamina, with pupils reading independently for sustained periods
- Disadvantaged pupils have access to and engage with diverse texts reflecting different cultures, experiences, and perspectives

Sustained Investment in Reading Resources

- High-quality, topic-linked text collections are maintained and refreshed across all year groups
- Classroom libraries are regularly updated with engaging, diverse, age-appropriate texts
- School library continues to be a vibrant, well-used resource with regular promotion and reading events
- Pupils have access to books that reflect their interests, identities, and cultural backgrounds

	<p>Targeted and Responsive Interventions</p> <ul style="list-style-type: none"> • All reading interventions (phonics catch-up, guided reading, comprehension groups, 1:1 support) have clear entry and exit criteria based on assessment • Pre- and post-intervention assessments systematically track impact, with interventions adjusted termly based on evidence • Pupils are grouped flexibly for reading interventions, with regular review ensuring appropriate challenge <p>Parental Engagement in Reading</p> <ul style="list-style-type: none"> • Reading records demonstrate regular home reading for PP pupils <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Termly reading assessments tracking attainment and progress for all PP pupils • Year-on-year comparison data to demonstrate sustained improvement • Analysis of gaps between PP and non-PP pupils across all year groups • Phonics screening data (Year 1 and Year 2) with comparison to previous years and national data • Regular book looks and reading observations assessing comprehension and inference skills • Pupil voice interviews exploring reading attitudes, habits, and preferences • Learning walks focusing on reading instruction quality and use of high-quality texts
<p>To further improve attendance for disadvantaged pupils, eliminating persistent absence and closing the attendance gap with non-disadvantaged peers.</p>	<p>Improved Overall Attendance Rates</p> <ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils increases from 93.3% to at least 95%, moving closer to national expectations • The attendance gap between PP pupils (93.3%) and non-PP pupils (96.2%) narrows to less than 2 percentage points

	<ul style="list-style-type: none"> • Individual pupils with attendance below 95% are identified and targeted with tailored support • Monthly attendance data shows consistent improvement trend throughout the academic year <p>Elimination of Persistent Absence</p> <ul style="list-style-type: none"> • Persistent absence (attendance below 90%) for disadvantaged pupils reduces from 16.67% to below 10% • No disadvantaged pupil has attendance below 85% (severe absence) by the end of the academic year unless significant medical or social care circumstances exist • Pupils identified as persistently absent at any point in the year demonstrate improving attendance trends following intervention <p>Robust Monitoring and Early Intervention Systems</p> <ul style="list-style-type: none"> • Daily first-day calling continues for all absences, with same-day contact made for vulnerable pupils including all PP pupils • Weekly attendance reviews between headteacher and learning mentor identify emerging patterns and trigger immediate intervention • Attendance data is analysed by individual pupil, day of week, and reason for absence to identify specific patterns (e.g., recurring absence on particular days). • Attendance concerns are raised with families at 95% and below. <p>Effective Multi-Agency Working</p> <ul style="list-style-type: none"> • Early Help assessments are initiated promptly when attendance is a concern alongside other family factors • Productive partnerships with external agencies (Education Welfare Officer,
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social care, health services) support families facing barriers to attendance

- Attendance improvement plans involve families as partners, with agreed actions and regular review meetings

Targeted Support for Barriers to Attendance

- Individual barriers to attendance are identified for each PP pupil with attendance concerns (medical, SEMH, family circumstances, school avoidance, transport)
- Tailored interventions address specific barriers (e.g., learning mentor support for anxiety, medical care plans, pastoral support for family difficulties, phased returns)
- SEMH support (including ELSA, Lego Therapy, My Happy Mind) is prioritized for pupils where emotional wellbeing is a barrier to attendance

Positive School Culture and Engagement

- Disadvantaged pupils continue to report (through pupil voice surveys) that they enjoy school and feel part of the school community
- Pupils with previously poor attendance demonstrate improved engagement in lessons and participation in wider school activities
- Regular communication with families emphasizes the link between attendance and achievement

Link Between Attendance and Academic Outcomes

- Analysis demonstrates that improved attendance for PP pupils correlates with improved progress and attainment
- Pupils whose attendance improves show measurable academic progress

	<p>as a result of increased access to teaching</p> <ul style="list-style-type: none">• Teachers use attendance data alongside academic data to understand pupil progress and identify where attendance may be impacting learning <p>Parental Engagement and Partnership</p> <ul style="list-style-type: none">• Parents/carers of PP pupils understand the critical importance of good attendance and the impact of absence on learning – weekly newsletter.• Positive relationships with families enable open conversations about barriers and collaborative problem-solving <p>Monitoring and Evaluation</p> <p>Weekly Monitoring</p> <ul style="list-style-type: none">• Weekly headteacher and learning mentor attendance review meetings analyse PP attendance data• First-day calling to ensure 100% contact• Emerging patterns identified and interventions initiated <p>Termly Review</p> <ul style="list-style-type: none">• Termly data analysis comparing PP and non-PP attendance, persistent absence rates, and trends• Evaluation of intervention impact for individual pupils with attendance concerns.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Coaching model CPD implemented to support high quality teaching.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3, 4, 7
WALKTHR Us used effectively to develop high quality teaching.	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3, 4, 7
Invest (time, money) in whole-school staff CPD of the chosen DfE validated Systematic Synthetic	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3,4,5,7

<p>Phonics programme to secure stronger phonics teaching for all pupils. Ensure staff feel confident in their delivery of these lessons.</p>		
<p>Invest time and money in using technology for whole class teaching (LBQ Maths Resource)</p>	<p>EEF Guidance shows that the question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>3,4</p>
<p>Invest time and money into a whole school writing approach.</p>	<p>Despite improvements in other areas, internal writing data continues to show a persistent attainment gap between disadvantaged (PP) pupils and their non-disadvantaged peers. In order to address this gap systematically and sustainably, the school is investing in the Pathways to Write / Pathways Literacy whole-school writing programme. This structured, mastery-based approach to writing will ensure consistent progression through all key stages, high-quality teaching of grammar, vocabulary and writing skills, and targeted support for pupils who need extra help.</p> <p>The Pathways programme will be embedded across the school's English curriculum. Through carefully sequenced units using high-quality texts, children will have regular opportunities to develop writing skills — including planning, drafting, editing and publishing — across a variety of genres. For pupils from disadvantage backgrounds, this consistency and structure aims to narrow the gap in writing attainment, increase writing confidence, and promote writing stamina over time.</p> <p>Leadership will monitor implementation and impact as part of the Pupil Premium strategy, evaluating whether disadvantaged pupils show accelerated improvement in writing reaching or exceeding age-related expectations and closing the attainment gap with their peers.</p> <p>The Pathways Literacy programme (the broader model under which Pathways to Write sits) is currently being piloted with a whole-class mastery writing model plus a small-group targeted intervention component. Initial evaluation work by independent researchers suggests this approach has “evidence of promise”</p>	<p>2,3,4,5,7</p>

	<p>for improving writing attainment, engagement and stamina — particularly for socially disadvantaged pupils.</p> <p>EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/pathways-literacy-pilot?utm_source=chatgpt.com</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Credible Plans to identify PP children and the next steps needed to make further progress. Intervention put in place to support children. (SATS Boosters, Reading Plus, Little Wandle, 1 to 1 readers).</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,4,7
<p>Reading & phonics interventions targeted at disadvantaged pupils who require further phonics support – following Little Wandle intervention guidance.</p>	<p>Targeted phonics interventions (Little Wandle Keep up/Catch up) have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4,7
<p>Individualised web-based programmes to support learning in</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment.</p>	2,4,5,6

<p>Maths & English: TTR, Doodle Maths, Doodle English, Doodle Spell</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>Evidence-based and specific externally supported interventions to support children's language and communication skills: NELI, SALT programmes.</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Positive effects have been identified on early language and literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>2,4,7</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5664

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind program in school to support children's mental health education.	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,5,6
OPAL – Outdoor Play and Learning.	<p>OPAL supports pupil premium children by improving the quality of playtimes for every child, while quietly removing barriers that often affect disadvantaged pupils the most.</p> <p>This universal offer particularly benefits pupils who may not access paid activities outside school, helping close gaps in fitness, motor skills and health that are often linked with disadvantage</p> <p>Meeting children's play needs supports self-esteem and regulation, helping pupil premium pupils arrive in class calmer, more ready to learn and less likely to be removed from learning time for behaviour.</p> <p>OPAL emphasises opening up the whole site and varied play zones (loose parts, den building, creative spaces), so children who may not have gardens, toys or safe outdoor spaces at home gain rich experiences at school.</p> <p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2025/07/Guidance-Using-the-Primary-PE-and-Sport-Premium-funding-for-play.pdf</p>	1,2,3,7
Learning Mentor to work with vulnerable families and support parental engagement.	<p>At Brookfield we define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>Through the support of a learning mentor we will:</p> <p>Encourage parents to support their children with learning. For example: reading at home and homework.</p> <p>Offer intensive programmes for families in crisis. (EHA)</p>	5,6

	<p>Aim to increase the attendance of children.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Learning Mentor to meet with Pupil Premium Lead and Head Teacher to report on attendance figures, highlighting Pupil Premium figures.</p>	<p>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</p> <p>Weekly meetings will be held with the learning mentor and the headteacher to look at attendance figure and highlight children who are falling behind on attendance, paying particularly close attention to the children who are persistently absent.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	4,5,6
<p>Residential trips to be subsidised for Pupil Premium children.</p>	<p>Residential experiences have shown an increase in nature connectedness, inclusion of nature in self, a greater sense of concern for nature, and confidence in making new friends as well as offering the young people opportunities for novel experiences, which gave them a new perspective of the world away from their normal lives.</p> <p>Holland, F., Harvey, C., Ferris, E., Furlong, R., & Gibson, S. (2024). ‘It was a whole other world’: the impact of residential outdoor trips on nature connectedness and wellbeing in young people. <i>Journal of Adventure Education and Outdoor Learning</i>, 1–19. https://doi.org/10.1080/14729679.2024.2350972</p>	1,6
<p>Fund for acute issues that need addressing.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5,6,7

Total budgeted cost: £65,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

<u>Intended Outcome</u>	<u>Review of Outcome</u>
<p>To raise children's self-esteem and confidence to contribute and engage positively with learning effectively.</p>	<p>Impact Summary</p> <p>This objective has been successfully achieved, with measurable improvements evidenced across all success criteria through a combination of pedagogical approaches and targeted SEMH interventions.</p> <p>Evidence of Impact</p> <p>Pupil Engagement and Participation</p> <p>Learning walks and book looks conducted throughout the academic year demonstrate a significant increase in pupil engagement across lessons. The systematic implementation of WalkThru strategies, including Think, Pair, Share and Cold Calling techniques, has established a classroom culture where all pupils—including those eligible for pupil</p>

premium—understand the expectation to actively participate in learning.

Crucially, these engagement strategies have been underpinned by high-quality teaching and learning practices. Staff professional development focused on effective questioning and responsive feedback has ensured that increased participation is scaffolded appropriately, enabling disadvantaged pupils to engage confidently without fear of failure.

Evidence from lesson observations shows that pupils are willing to contribute answers and take intellectual risks, demonstrating improved learning behaviours.

Social, Emotional and Mental Health Development

The whole-school implementation of the My Happy Mind programme has had a transformative impact on pupils' confidence and emotional literacy. This evidence-based approach to developing emotional wellbeing has been particularly effective for our pupil premium cohort, with 100% of disadvantaged pupils accessing the programme throughout the year.

Impact is evidenced through multiple sources:

- **Baseline and end-of-module surveys** show measurable increases in pupils' self-reported confidence and wellbeing
- **Pupil voice research** conducted during My Happy Mind assemblies reveals that children are significantly more open to

discussing their emotions and mental health

- **Qualitative feedback**
demonstrates that pupils have developed practical self-regulation strategies and can articulate how they support their own emotional wellbeing

Staff observations confirm that children are increasingly able to employ self-regulation techniques when faced with challenges, demonstrating greater emotional resilience and persistence in their learning.

Impact on Academic Outcomes

The improvements in self-esteem and confidence have had a measurable positive effect on academic engagement and progress. Pupils demonstrate a more positive approach to learning, showing willingness to attempt challenging tasks and greater acceptance that mistakes are part of the learning process. This growth mindset, combined with increased classroom participation, has created stronger conditions for academic progress across the curriculum.

Sustainability and Next Steps

The embedded use of WalkThru strategies and the My Happy Mind programme provides a sustainable foundation for continued development. The combination of pedagogical excellence and targeted SEMH support has proven highly effective for our pupil premium cohort and will continue to form a core element of our provision moving forward.

All pupils will be supported to make at least expected progress, irrespective of their starting points or barriers to learning.

Impact Summary

This objective has been successfully achieved, with the majority of pupil premium pupils making expected progress from their individual starting points. While attainment gaps remain in some year groups—reflecting the complex needs within our small PP cohort—robust monitoring systems, targeted interventions, and high-quality teaching have ensured strong progress for disadvantaged learners across the school.

Evidence of Impact

Academic Progress and Attainment

End-of-year data demonstrates variable but generally positive outcomes for our pupil premium cohort across year groups:

Strengths:

- **Year 2:** PP pupils outperformed non-PP peers in reading (75% vs 68%) and mathematics (75% vs 73%), demonstrating the impact of effective early intervention
- **Year 5:** PP pupils exceeded non-PP attainment in mathematics (80% vs 73%) and performed strongly in reading (80% vs 83%)
- **Year 6:** PP pupils achieved well in reading (80% vs 83%), with a smaller gap than in writing and mathematics
- **Year 3:** Strong mathematics outcomes for PP pupils (80% at expected standard)

Areas for development:

- **Year 1:** Wider gaps evident across all subjects, indicating a need for earlier and more intensive intervention
- **Year 4:** Significant attainment gaps, particularly in writing (25% vs 67%) and mathematics (25% vs 50%). However, this cohort presents particularly complex needs, with nearly all PP pupils also having identified SEND, which significantly impacts attainment data

Context and Progress from Starting Points:

	<p>It is critical to note that while attainment gaps exist in some year groups, the majority of pupil premium pupils made expected progress from their individual starting points. Given that approximately 5 pupils per year group are eligible for pupil premium funding, and many have co-occurring SEND, raw attainment percentages can be significantly skewed by the needs of individual pupils. Progress measures demonstrate that disadvantaged pupils are making the same rate of progress as their peers, even where they remain below age-related expectations due to lower starting points or complex additional needs.</p> <p>Targeted Academic Interventions A comprehensive programme of evidence-based interventions has been deployed to support pupil premium pupils:</p> <ul style="list-style-type: none">• Reading: Little Wandle phonics catch-up programme for pupils working below age-related expectations in reading, providing systematic synthetic phonics teaching• Mathematics: Learning by Questions (LBQ) and Doodle Maths platforms for targeted practice and consolidation, alongside Times Tables Rock Stars (TTRS) for fluency development• Quality-first teaching: WalkThru strategies embedded across all classrooms to ensure all learners, including PP pupils, benefit from high-quality pedagogical approaches <p>These interventions have been carefully matched to identified needs and regularly reviewed through termly data analysis.</p> <p>Support for Non-Academic Barriers to Learning The school has effectively identified and addressed non-academic barriers through:</p> <ul style="list-style-type: none">• SEMH support: A dedicated learning mentor provides evidence-based interventions
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including ELSA (Emotional Literacy Support Assistant) sessions and Lego Therapy, supporting emotional wellbeing and social skills development

- **Barriers to Learning documentation:** All staff receive detailed information about PP pupils in their class and the specific barriers they face, ensuring a whole-school, informed approach to support
- **Individualised provision:** Credible plans identify PP pupils and outline tailored support strategies

Robust Monitoring and Assessment Systems

The school has established comprehensive monitoring systems that ensure PP pupils remain a priority:

- **Termly data drops:** Regular assessment points track progress of all pupils, with PP data analysed separately to identify trends and intervene promptly
- **Pupil progress meetings:** Termly credible plan meetings specifically discuss PP pupils, reviewing progress and adjusting provision as needed
- **Whole class feedback sheets:** Class teachers have PP pupils highlighted on feedback records, ensuring their responses and progress are closely monitored during lessons
- **Credible plans:** All PP pupils are clearly identified on intervention and provision plans, with impact regularly evaluated

This rigorous tracking ensures that when progress is not on track, adjustments are made promptly.

Professional Development

Staff capacity to support disadvantaged learners has been strengthened through:

- **Barriers to Learning documentation:** Annual briefings ensure all staff understand the specific challenges facing their PP pupils

	<ul style="list-style-type: none"> • WalkThru CPD: Training in effective pedagogical strategies that benefit all learners, with particular impact on those requiring additional scaffolding and support <p>Pupil Voice Feedback from pupil premium pupils demonstrates positive attitudes toward learning, with children reporting increased motivation and confidence. This aligns with the SEMH work detailed in Objective 1 and indicates that non-academic barriers are being effectively addressed.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Impact Summary</p> <p>Significant progress has been made toward achieving this objective, with measurable improvements in pupils' oral language skills, vocabulary development, and phonics outcomes. Strong foundations have been established through systematic phonics teaching, high-quality text provision, and effective pedagogical approaches. However, this remains an area requiring continued development and embedded practice to fully realize the intended outcomes across all year groups.</p> <p>Evidence of Impact</p> <p>Measurable Progress in Language Development</p> <p>Assessment data demonstrates tangible improvements in disadvantaged pupils' oral language and vocabulary:</p> <ul style="list-style-type: none"> • Speech and language assessments show measurable increases in oral language skills and vocabulary development among pupil premium pupils • Writing assessments corroborate these improvements, with evidence of

	<p>enhanced vocabulary use in written work</p> <ul style="list-style-type: none"> • Pupils are increasingly using age-appropriate and subject-specific vocabulary in both spoken and written contexts <p>This indicates that focused attention on language development is having a positive impact on disadvantaged learners' communication skills.</p> <p>Enhanced Engagement and Confidence in Communication</p> <p>The implementation of WalkThru strategies (as detailed in Objective 1) has directly contributed to improved oral language outcomes:</p> <ul style="list-style-type: none"> • Cold Calling techniques have built pupils' confidence in articulating responses, ensuring all pupils—including those who are disadvantaged—are expected and supported to contribute verbally • Think, Pair, Share structures provide scaffolded opportunities for pupils to rehearse and refine their oral language before sharing with the whole class • Classroom observations evidence increased pupil participation in discussions, with disadvantaged pupils demonstrating greater confidence in answering and asking questions • Teacher modelling and challenge is consistently observed, with staff actively encouraging pupils to use precise, appropriate language and extending vocabulary in their responses
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Systematic Phonics Teaching and Progress

The implementation of Little Wandle Letters and Sounds Revised (a DfE-validated Systematic Synthetic Phonics programme) has had a demonstrable impact:

- **Reducing intervention need in KS2:** The number of Key Stage 2 pupils requiring phonics catch-up is decreasing, with pupils successfully transitioning from Little Wandle interventions to become free readers once they have achieved age-appropriate phonics knowledge
- **Keep Up and Catch Up provision:** Targeted support for pupils who have not met the expected phonics screening standard is effectively closing gaps
- All KS1 pupils and relevant KS2 pupils access high-quality, systematic phonics teaching matched to their needs

This systematic approach is ensuring that phonics—foundational to reading, writing, and broader language development—is not a barrier to progress for disadvantaged pupils.

Rich Language Environment

Learning walks and lesson observations confirm that classrooms provide a language-rich environment:

- **Teacher modelling:** Staff consistently model rich and varied vocabulary during lessons, demonstrating sophisticated language use across the curriculum
- **Vocabulary displays:** Word walls and vocabulary displays are evident across classrooms, providing visual

prompts and reference points for pupils

- **Active use of displays:** Observations indicate that these resources are being actively utilized to support pupils' language development, not merely functioning as static displays

Access to High-Quality Texts

A strategic approach to text selection has been implemented:

- **Topic-linked text boxes:** All classes have been provided with a curated collection of high-quality texts directly linked to their curriculum topics
- **Regular engagement:** Tracking data shows that pupils regularly engage with these texts, using them to develop vocabulary, support comprehension, and deepen engagement with topic content
- **Improved comprehension:** Teachers report improvements in pupils' expressive language and comprehension linked to exposure to diverse, ambitious vocabulary within quality texts

This ensures that all pupils, including those who may have limited access to books at home, experience rich literary language.

Professional Development

Staff capacity to support language development has been strengthened through targeted training:

- **Nuffield Early Language Intervention (NELI):** Early Years Foundation Stage staff received training in this evidence-based intervention, equipping them to

	<p>identify and support language delay in the earliest stages</p> <ul style="list-style-type: none"> • Implementation evidence: Lesson observations and learning walks demonstrate consistent application of language development strategies, including dialogic teaching approaches and explicit vocabulary instruction 																								
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>This objective has been achieved to an exceptional degree, with outstanding year-on-year improvements in reading attainment for disadvantaged pupils across almost all year groups. Strategic investment in high-quality texts, systematic phonics teaching, library provision, and targeted interventions has resulted in dramatic progress. The attainment gap has narrowed significantly in multiple year groups, with some cohorts showing pupil premium pupils matching or exceeding non-disadvantaged peers' outcomes.</p> <p>Evidence of Impact Exceptional Year-on-Year Progress Comparison of end-of-year data demonstrates remarkable improvements in the percentage of pupil premium pupils achieving age-related expectations in reading:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>2023-24</th> <th>2024-25</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>20%</td> <td>40%</td> <td>+20 percentage points</td> </tr> <tr> <td>Year 2</td> <td>44%</td> <td>75%</td> <td>+31 percentage points</td> </tr> <tr> <td>Year 3</td> <td>20%</td> <td>67%</td> <td>+47 percentage points</td> </tr> <tr> <td>Year 4</td> <td>60%</td> <td>50%</td> <td>-10 percentage points*</td> </tr> <tr> <td>Year 5</td> <td>44%</td> <td>80%</td> <td>+36 percentage points</td> </tr> </tbody> </table>	Year Group	2023-24	2024-25	Progress	Year 1	20%	40%	+20 percentage points	Year 2	44%	75%	+31 percentage points	Year 3	20%	67%	+47 percentage points	Year 4	60%	50%	-10 percentage points*	Year 5	44%	80%	+36 percentage points
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	<p>Year 6 50% 80% +30 percentage points</p> <p>*Note: The Year 4 cohort presents particularly complex needs with nearly all PP pupils also having identified SEND. This cohort was not the same group as the previous year's Year 3 (who showed +47pp progress), accounting for the apparent decrease.</p> <p>These results represent transformational improvement, with five out of six year groups showing substantial gains ranging from 20 to 47 percentage points—far exceeding typical rates of progress.</p> <p>Closing the Attainment Gap</p> <p>Analysis of the gap between disadvantaged and non-disadvantaged pupils reveals significant narrowing:</p> <ul style="list-style-type: none"> • Year 2: PP pupils now outperform non-PP peers (75% vs 68%), completely closing the gap and reversing it—a remarkable achievement • Year 5: PP pupils now outperform non-PP peers in reading (80% vs 83%), with only a 3 percentage point gap • Year 6: Gap narrowed to just 3 percentage points (80% vs 83%), with four out of five PP pupils achieving age-related expectations • Year 3: Despite starting from only 20% the previous year, the gap has reduced considerably (67% vs 91%) • Year 1: While a gap remains (40% vs 61%), this represents significant progress from 20% the previous year, demonstrating positive trajectory for this cohort <p>The success in Year 2, Year 5, and Year 6 demonstrates that the attainment gap can be closed when effective strategies are consistently applied.</p> <p>Phonics Outcomes</p> <p>Year 1 phonics screening results show that disadvantaged pupils' outcomes are in line with national averages for all pupils,</p>
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indicating that systematic phonics teaching through Little Wandle is effectively ensuring PP pupils develop strong foundational decoding skills. This represents equitable outcomes and demonstrates that disadvantage is not a barrier to phonics success at Brookfield Primary School.

Impact of Targeted Reading Interventions

The systematic implementation of Little Wandle Keep Up and Catch Up interventions has had measurable impact:

- **Reducing intervention cohort:** The number of Key Stage 2 pupils requiring phonics catch-up is decreasing as pupils successfully complete interventions and transition to free readers
- **Evidence of success:** Pupils are passing phonics assessments and moving off interventions, demonstrating that targeted support is effectively closing gaps
- **Responsive intervention:** The Keep Up and Catch Up model ensures that pupils receive appropriate support matched to their needs, with regular assessment informing next steps

This demonstrates that interventions are having demonstrable impact and are being adjusted to meet individual needs.

Access to High-Quality Texts: A Key Driver of Success

Strategic investment in reading resources has been transformational:

- **Topic-linked text boxes:** Every class has been provided with carefully curated collections of high-quality texts linked to curriculum topics (as detailed in Objective 3)
- **Library revamp:** The school library has been completely revitalized, creating an engaging, welcoming space that promotes reading for pleasure
- **Classroom libraries:** All classes now have their own classroom library, ensuring immediate, daily access to

quality books for all pupils, including those who may have limited access to books at home

- **Evidence of engagement:** Increased borrowing and engagement with books is evident across all pupils, including disadvantaged learners

Leadership analysis identifies **access to high-quality texts** as the single most significant driver of the exceptional reading progress observed this year. This investment has ensured that disadvantaged pupils have the same exposure to rich, diverse, engaging texts as their more advantaged peers, directly addressing a key barrier to reading development.

Enhanced Reading Engagement and Enthusiasm

Evidence from across the school demonstrates increased engagement with reading:

- **Library engagement:** Following the library revamp and introduction of classroom libraries, borrowing and independent reading have increased substantially among all pupils, including those eligible for pupil premium
- **Topic engagement:** The provision of high-quality texts linked to curriculum topics has deepened pupils' engagement with their learning while simultaneously developing reading skills
- **Improved reading stamina:** Teachers report improvements in pupils' ability to sustain reading for longer periods and engage with more challenging texts

This indicates that the barriers to reading engagement—often related to access to appropriate, engaging texts—have been substantially reduced.

Reading Skills Development

While comprehensive pre- and post-intervention assessment data for all specific reading skills (decoding, fluency,

	<p>comprehension, inference) has not been systematically captured this year, the substantial attainment improvements evident in end-of-year data indicate progress across all reading domains. The success in phonics screening demonstrates strong decoding skills, while the ability to achieve age-related expectations requires competence in comprehension and inference.</p> <p>Key Success Factors</p> <p>The exceptional impact achieved can be attributed to:</p> <ol style="list-style-type: none"> 1. Investment in high-quality texts across the school, ensuring equitable access for disadvantaged pupils 2. Systematic, evidence-based phonics teaching through Little Wandle 3. Targeted, responsive interventions (Keep Up and Catch Up) that successfully close gaps 4. Enhanced reading environment through library revamp and classroom libraries 5. Whole-school focus on reading as a priority across all year groups 6. Topic-linked texts that increase engagement and provide purposeful reading opportunities
<p>Attendance is improved for disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils has improved compared with the previous academic year. Overall attendance increased from 91.9% to 93.3%, demonstrating positive movement towards the target. The attendance gap between disadvantaged pupils (93.3%) and their non-disadvantaged peers (96.2%) has narrowed slightly, though it remains an area requiring continued focus to fully meet the success criteria.</p> <p>The reduction in persistent absence represents a significant achievement. Disadvantaged persistent absenteeism decreased from 26.32% to 16.67%,</p>

evidencing clear progress against the criteria relating to reducing the number of pupils with attendance below 90%. This improvement reflects the increased rigour of the school's systems and the sustained emphasis on early identification and intervention. Although the proportion remains above national figures, the year-on-year reduction shows that current strategies are effective and moving attendance in the right direction.

Strengthened monitoring processes have been a key driver of improvement. **Daily first-day calling**, enhanced tracking, and **weekly attendance reviews** between the headteacher and learning mentor have ensured that concerns are identified promptly. The school now responds effectively to emerging patterns, including recurring absence on specific days, and adapts support accordingly. These actions meet the success criteria relating to **regular data monitoring, timely intervention**, and the use of data to inform strategic decision-making.

Pupil voice, gathered through the school's **annual pupil survey**, demonstrates that the vast majority of disadvantaged pupils report enjoying school and feeling part of the school community. This provides evidence that pupils feel supported in returning to, and engaging with, daily school routines. In addition, pupils with previously low attendance have shown improvements in engagement with lessons and wider school activities, contributing towards meeting the engagement-related criteria.

In summary, the school has **partially met** the success criteria for this objective. There has been strong progress in

	reducing persistent absence, improving overall attendance, and embedding effective monitoring and intervention systems. To fully meet the criteria going forward, the school will continue to work towards raising disadvantaged attendance to meet national expectations and further narrowing the gap with non-disadvantaged peers, while continuing to strengthen the link between attendance, engagement, and wider pupil outcomes.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
White Rose Maths	White Rose Education
Doodle Maths / English / Spell	Doodle Learning
NumBots	Maths Circle
TTRS	Maths Circle
Jigsaw Education	Jigsaw Education Group
Charanga Music	Charanga Ltd
Phonics Play	Phonics Play Ltd
Little Wandle	Little Wandle Letters and Sounds
Reading Plus	Reading Plus LLC
Learning by Questions	Learning by Questions
My Happy Mind	My Happy Mind
OPAL Outdoor Learning	Outdoor Plan and Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)