Pupil premium strategy statement – Brookburn Primary School 2025/2026

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	427
Proportion (%) of pupil premium eligible pupils	7.94%
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)**	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2025
Statement authorised by	Jen Holden- Headteacher
Pupil premium lead	Jen Holden – Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63144
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£63144

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all children at Brookburn and will ensure that the pupil premium funding supports children from a disadvantaged background to achieve well. Some of our disadvantaged pupils need specific additional support following a needs analysis in order to enjoy and succeed academically ensuring they achieve well and make good progress from their starting points. Pupil Premium children at Brookburn, although few in number, have diverse needs.

High quality teaching is at the heart of our approach. The strategies outlined are designed to support our disadvantaged pupils and we look at all teaching through this lens. We recognise that the challenges are varied and there is no "one size fits all". We understand that there is not a 'typical' Pupil Premium child.

Our key principles of our pupil premium strategy are:

- Early identification and intervention.
- A shared responsibility for outcomes across the whole staff team.
- Develop strategies for self-regulation and behaviours that support learning
- Family support at the earliest point through a relational and strength-based approach
- Clearly researched and evidenced strategies to support quality first teaching and any planned intervention:
    - "Teacher Feedback to Improve Learning. " (EEF)
    - "Improving Literacy in KS1 and KS2" (EEF)
    - "Preparing for Literacy." (EEF)
    - "Metacognition and Self-Regulated Learning." (EEF)
    - "Improving Behaviour in Schools." (EEF)
    - "Improving Mathematics in Early Years, KS1 and KS2"
    - "Improving Social and Emotional learning in primary schools"
    - The 5-a-day approach to teaching (adaptive teaching)
    - "Putting Evidence to Work – A School's Guide to Implementation." (EEF)

Our pupil premium strategy is underpinned by our trust's core values:



Challenges

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

Challenge number	Detail of challenge
1	**Persistent Absenteeism and Attendance Gaps** Attendance data indicates a gap between disadvantaged pupils and their non-disadvantaged peers. Persistent Absence (PA) is higher for the disadvantaged cohort. For a specific group of pupils, these attendance difficulties appear entrenched, preventing them from accessing the full curriculum.
2	**Parental Engagement with Early Intervention** Securing consistent parental engagement with the school's 'support first' approach remains a barrier. There are difficulties in getting some families to engage effectively with internal support and external Early Help services, which delays the implementation of multi-agency support for the most vulnerable pupils.
3	**Co-occurrence of SEND and Disadvantage** A significant proportion of the disadvantaged cohort also presents with Special Educational Needs and Disabilities (SEND). This intersection of needs requires highly specialised, resource-intensive support to ensure these pupils can access the mainstream curriculum and make progress from their starting points.
4	**Metacognition and Self-Regulation Difficulties** Assessments and observations indicate that many disadvantaged pupils lack developed metacognitive strategies and self-regulation skills. These pupils struggle with concentration, planning, and monitoring their own learning, leading to an over-reliance on adult support and a lack of independence in the classroom.
5	**High Attainment Gap (Greater Depth)** While whole-school outcomes at Greater Depth (GDS) are exceptional, there is a disparity for disadvantaged pupils (particularly in Writing and Combined RWM). A smaller percentage of disadvantaged children achieve GDS across core subjects compared to their non-disadvantaged peers, indicating a need to further challenge high-attaining disadvantaged pupils.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged cohort.	• The overall attendance gap between disadvantaged and non-disadvantaged pupils reduces. • The percentage of disadvantaged pupils classified as "Persistent Absentees" (below 90%) decreases year-on-year. • Case studies demonstrate that "entrenched" attendance cases have improved due to targeted support
To increase the effectiveness of parental engagement with Early Help and school-based support.	• A higher percentage of families identified for support actively engage with the Early Help process. • Records show timely implementation of Early Help assessments and interventions.
To ensure disadvantaged pupils with SEND make strong progress.	• Individual Support Plans (ISPs/EHCPs) show achievable but ambitious targets are met. • Annual reviews demonstrate that barriers are being effectively mitigated through specialised provision.
To improve metacognitive skills and independence among disadvantaged pupils.	• Pupils can articulate their learning process and strategies (pupil voice). • Observations show a reduction in over-reliance on Teaching Assistants (scaffolding is gradually removed).
To maintain high attainment in Phonics and narrow the attainment gap at KS2 (particularly GDS).	• Disadvantaged pupils continue to meet or exceed national standards in Phonics. • The gap between disadvantaged and non-disadvantaged pupils achieving GDS narrows in Reading, Writing, and Maths at KS2.

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: £ *21498*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Metacognition and Self-Regulation strategies: Whole-staff CPD to train teachers in explicit instruction of metacognitive strategies. Focus on moving pupils from dependence to independence.	The EEF Teaching and Learning Toolkit indicates that **Metacognition and Self-regulation** strategies provide high impact for very low cost, with an average potential gain of +7 months' progress.	**4, 3, 5**
Adaptive Teaching & SEND CPD: Training for all staff on adaptive teaching techniques to support pupils with complex needs within the mainstream classroom.	**High-quality teaching (QFT)** is the most important lever for improving outcomes. The EEF SEND guidance emphasizes adaptive teaching over distinct differentiation.	**3, 6**
Curriculum Challenge for Greater Depth: Review and refinement of the curriculum in Reading and Maths to ensure sufficient "stretch" for high-attaining disadvantaged pupils.	Research indicates that disadvantaged pupils with high prior attainment are at risk of falling behind their non-disadvantaged peers if not specifically challenged (**The Sutton Trust**).	**6**
Professional Development in Phonics (Sounds-Write): Continued training for new staff and refresher training for existing staff to ensure fidelity to the *Sounds-Write* programme.	**Phonics** has a positive impact overall (+5 months) and is an essential component of early reading development (EEF).	**3**
Teaching for Mastery (Maths Hub Phase 2): Whole-Class Interactive Teaching: Eliminating the "attainment gap" by ensuring PP pupils are not given "easier" work but are supported to access the same high-level content.	The EEF ranks **Mastery Learning** as a "high impact, low cost" intervention.**Impact:** On average, mastery approaches provide an additional **+5 months of progress** over a year. **Disadvantaged Pupils:** The EEF notes that mastery learning can be particularly effective for low-attaining pupils and those from disadvantaged backgrounds, as it provides the	

-The CPA Approach: Consistent use of Concrete, Pictorial, and Abstract representations to expose mathematical structures. **-Small Steps (Coherence):** Breaking down complex concepts into bite-sized, logical steps to prevent cognitive overload. **-Same-Day Intervention:** Identifying pupils who struggle during the lesson and providing immediate support (often led by TAs or the teacher) so they "keep up, not catch up."	necessary scaffolding and time to secure foundations before moving on.	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *20586*

Activity	Evidence that supports this approach	Challenge number(s) addressed
"Post-Teach" and Immediate Intervention: Delivering same-day or next-day "post-teach" sessions (particularly in Phonics and Maths) to address misconceptions immediately.	**Small group tuition** has an average impact of +4 months. Short, regular sessions (like post-teach) are often more effective than longer, infrequent ones.	**3, 4, 6**
Targeted Speech and Language Therapy (SaLT) interventions: Delivery of specific language programmes for EYFS/KS1 pupils with communication barriers.	**Oral language interventions** can increase progress by +6 months. Communication is a fundamental prerequisite for reading and writing success.	**3**
Greater Depth Focus Groups: Small group tuition/workshops for high-attaining disadvantaged pupils to develop higher-order thinking skills and advanced writing composition.	Providing targeted academic support for high attainers helps close the "excellence gap" (DfE / Sutton Trust).	**6**

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

Budgeted cost: £ *21060*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support: Targeted 1:1 or small group sessions with a Learning Mentor for pupils identified with social, emotional, or behavioural difficulties. Focus on removing barriers to learning, improving self-esteem, and conflict resolution.	The EEF **Mentoring** toolkit suggests that mentoring can have a positive impact on attainment (+2 months) and non-academic outcomes such as confidence and resilience, which are precursors to academic success.	**1, 4, 5**
Outdoor Learning Intervention (e.g., Forest School): Structured outdoor learning sessions for identified disadvantaged pupils. Focus on developing resilience, teamwork, self-regulation, and confidence in a non-classroom setting.	**Outdoor adventure learning** shows positive impacts on self-efficacy and self-confidence (EEF +4 months). It supports SEMH by providing alternative routes to success and improving self-regulation skills.	**4, 5**
'Support First' Attendance Strategy: Funding dedicated staff time to implement a 'support first' approach. This includes first-day calling, home visits, and overcoming practical barriers.	The DfE's **"Working together to improve school attendance"** highlights the need for a support-led approach. Higher attendance is directly correlated with higher achievement	**1, 2**
SEMH Interventions (Therapeutic/Nurture): Provision of safe spaces and structured SEMH interventions (e.g., Zones of Regulation) to improve readiness for learning.	**Social and emotional learning (SEL)** interventions have an identifiable impact on academic attainment (+4 months) as well as improving self-regulation and school ethos.	**4, 5**

Total budgeted cost: £ *63144*

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

1. Early Years Foundation Stage (EYFS)

- **Context:** Outcomes for disadvantaged pupils in 2025 appear statistically weaker due to a very small cohort size (5 pupils). Each pupil represents 20% of the data set, meaning the data is volatile and specific to individual needs rather than systemic failure.
- **Performance:** 40% (2 out of 5) of disadvantaged pupils achieved a Good Level of Development (GLD), compared to **84.8%** of non-disadvantaged pupils.

2. Phonics Screening Check (Key Success)

- **Disadvantaged Performance:** Outcomes for disadvantaged pupils are exceptional. In 2025, **100% of disadvantaged pupils met the expected standard**, completely closing the gap with their peers.
- **Trend:** This contributes to a strong three-year upward trend for the whole cohort (rising from 79.1% in 2023 to 90.3% in 2025).
- **Impact:** The fact that the disadvantaged cohort improved from a low baseline in EYFS to 100% in Phonics demonstrates the high impact of the *Sounds-Write* programme and the immediate "post-teach" intervention strategy.

3. Key Stage 1 (KS1)

- **Attainment:** Outcomes remain consistently strong and above national averages across all core subjects (Reading 84%, Writing 75%, Maths 86%).
- **Progress:** When viewed alongside the prior attainment of this cohort (who achieved 72% GLD in 2023), the 2025 KS1 outcomes represent very strong progress.

4. Key Stage 2 (KS2) Outcomes

- **Context:** The disadvantaged cohort in Year 6 was very small (6 pupils out of 54). Individual pupil data has a disproportionate impact on percentage outcomes (one pupil represents approx. 17%).
- **Reading Strength:** Despite the small cohort, **50% of disadvantaged pupils achieved Greater Depth (GDS) in Reading**. This is significantly higher than the national average for *all* pupils, demonstrating that the reading curriculum effectively supports high attainment.

Variance: Gaps remain in Writing and Combined attainment, reflecting the specific barriers faced by this cohort (complex SEND and attendance) rather than a systemic failure of provision.

Subject	Disadvantaged % Exp. Standard (EXS) 6 Pupils	Non-Disadvantaged % Exp. Standard (EXS) 48 Pupils	Disadvantaged % Greater Depth (GDS)	Non-Disadvantaged % Greater Depth (GDS)
Reading	66.7	92.6	50%	75.9
Writing	50	90.7	0	20.4
Maths	66.7	90.7	16.7	46.3
RWM	33.3	87	0	14.8

Further information (optional)

We offer additional enrichment activities for Pupil Premium children who are currently receiving Free School Meals. We believe these opportunities encourage children to participate fully in all the school has to offer and gives them new experiences that they otherwise may not have access to. At present, all children who currently receive free school meals are entitled to:

- Priority access to all school led clubs, including multi-sports, free of charge.
- Subsidised instrumental music lessons
- Free school trips and planned workshops throughout the year.
- The cost of residential trips reduced by half in Year 4
- A fully funded place for the Year 6 residential trip to Ghyll Head.