



# Pupil Premium Strategy

**Brookhurst Primary School  
2025-2028**

**Year 1 of 3 Year Plan  
September 2025**

## Statement of Intent

At Brookhurst, we recognise that children require personalised support, high-quality teaching and targeted interventions in order to have a 'Right Start, Bright Future'. We recognise that barriers to learning for disadvantaged children can be complex and interconnected, often relating to home engagement, special educational needs, emotional wellbeing, and attendance but are committed to ensuring all pupils achieve their full potential. Our intent is to ensure that all disadvantaged pupils, including those eligible for Free School Meals (FSM), make strong progress and achieve high attainment across the curriculum. We aim to remove the barriers that limit their learning, engagement, and long-term outcomes. Our strategy focuses on addressing the following key challenges:

1. **Enhancing Parental Engagement**

Continuing to develop strong, sustained partnerships with families to ensure a consistent and supportive approach between home and school. By increasing parental involvement in learning and behavioural expectations, we aim to enhance pupils' progress and ensure that families feel empowered, informed, and connected to their child's education. We aim to build strong, sustained relationships with families to improve engagement and ensure a consistent approach between home and school so pupils can make good progress.

2. **Supporting Pupils with Special Educational Needs**

A number of our disadvantaged pupils have identified special educational needs, or are currently being monitored due to emerging concerns. These needs present challenges that impact academic progress and access to the curriculum. Our intent is to ensure that disadvantaged pupils with SEND receive high-quality, personalised support that enables them to thrive academically, socially, and emotionally.

3. **Responding to Emotional Needs**

Some disadvantaged pupils have experienced early trauma, attachment difficulties, or emotional needs that affect their engagement, readiness to learn, and overall progress. Our aim is to provide targeted pastoral and therapeutic support that fosters emotional stability, resilience, and positive attitudes to learning.

4. **Close the attendance gap**

Through a combination of early intervention, consistent communication with families, targeted pastoral support, and structured attendance monitoring, we aim to increase overall attendance levels for disadvantaged children. Our aim is to ensure pupils feel safe, motivated and supported to attend school every day.

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Brookhurst Primary School
Number of pupils in school (Pre School -Year 6)	235
Proportion (%) of pupil premium eligible pupils	26 pupils = 11%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Pupil premium lead	Hollie Wilkinson
SLT Link	Steve Williams
Governor lead	Kevin Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£42, 670.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0.00</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£42,670.00</b>

## Part A: Pupil premium strategy plan

### Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

### How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff. We now have a full time Learning Coach who is ELSA trained.
- It enables us to invest in a whole school approach to emotional and social wellbeing. We are a myHappyminds Bronze award school and working towards gaining the Silver Award 2025-26
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities. Subsidies for Pre-School and Uniform Vouchers. To also fund children for speech and language assessments who have been identified as being on the pathways for SEND

### What are the key principles of your strategy plan?

At Brookhurst Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence base approach and regularly evaluate the impact our approaches are having on children's needs through our Inclusion Team (PPG & Safeguarding Lead, SENCO, ELSA). We undertake half termly 'Supervision Meetings' to discuss PPG children and any other child where there may be patterns emerging for intervention. We have benefitted from working closely with other schools within our locality, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Enhancing Parental Engagement</b> Some disadvantaged pupils experience inconsistent levels of parental engagement in their learning. While many families attend parents' evenings and school events, there remain gaps in home-school communication, support for homework, and consistency in behaviour expectations. This inconsistency

	can limit pupils' progress, confidence, and readiness to learn. Strengthening parental engagement is essential to ensuring that disadvantaged pupils benefit from a unified, supportive approach between home and school. We have established effective links with MHST Team.
2	<b>Supporting Pupils with Special Educational Needs</b> A significant number of our disadvantaged pupils have identified SEND or are being monitored due to emerging needs. These needs can affect cognition, communication, social interaction, and emotional regulation, leading to barriers in accessing the curriculum and making expected progress. Without targeted, high-quality support, these pupils are at greater risk of falling behind their peers academically and socially.
3	<b>Responding to Emotional and Pastoral Needs</b> Some disadvantaged pupils have experienced early trauma, attachment difficulties, or wider emotional challenges. These can manifest as reduced engagement, low resilience, dysregulated behaviour, or limited readiness to learn. Without structured, consistent pastoral and therapeutic support, pupils may struggle to form positive relationships, sustain concentration, or develop the emotional stability needed for effective learning.
4	<b>Closing the Attendance Gap</b> Attendance for some disadvantaged pupils is significantly lower than their peers. Persistent absence, irregular attendance patterns, and punctuality concerns limit access to learning and have a negative impact on progress across the curriculum. Barriers to attendance may include health issues, social and emotional difficulties, inconsistent routines at home, or limited parental engagement with school systems. Improving attendance is essential in ensuring disadvantaged pupils experience continuity of learning and make expected progress.
5	<b>Attainment</b> At the end of Foundation Stage 33% (1/3 children) of disadvantaged pupils achieved a Good Level of Development.  75% (3/4 children) of disadvantaged children passed the year 1 phonics check and 100% of disadvantaged children leave Key Stage 1 having passed the phonics check.  At the end of Key Stage 2, 80% of disadvantaged pupils reached the expected standard, 20% greater depth in the reading SAT, 100% expected standard and 40% greater depth in the maths SAT and 60% were assessed at expected standard in writing. 60% reaching the expected level in all 3 subjects (RWM).  Internal pupil tracking data of other year groups clearly holds teachers to account in progress meetings, ensuring early intervention and support provided and monitored bi annually. School staff know that they

	do not have to wait for these meeting if concerns arise sooner and the Inclusion Team also has an overview.
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Emerging research in the UK suggests that schools are adopting a number of promising strategies to improve outcomes for children living in poverty.

These include:

- ☐ rigorous monitoring and use of data
- ☐ raising pupil aspirations using engagement/aspiration programmes
- ☐ engaging parents and raising parental aspirations
- ☐ developing social and emotional competencies
- ☐ supporting school transitions
- ☐ providing strong and visionary leadership.

*Education Endowment Foundation*

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> <li>Individual disadvantaged pupils having an attendance of 96% or above</li> <li>A reduction in persistent absence</li> <li>Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.</li> </ul>
Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> <li>Teaching of disadvantaged pupils is at least at the expected standard or better.</li> <li>Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> </ul>

Disadvantaged pupils in EYFS achieve age related expectations	<ul style="list-style-type: none"> <li>Disadvantaged pupils to achieve age related expectations by the end of EYFS</li> </ul>
Outcomes for disadvantaged pupils from different PPG groups are improved compared to previous years. (Updated expectation for 2025-26 based on pupil need and most recent data analysis)	<p><b>Reading</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 50% to achieve above the expected standard. For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above (Including Y1 Phonics 2026)</p> <p><b>Writing</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard For at least 60% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above</p> <p><b>Maths</b> For at least 100% of disadvantaged pupils in Y6 to achieve the expected standard For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above. Including Y4 MTC 2026)</p>
Increased confidence and self-esteem of individuals enabling them to access academic learning	<ul style="list-style-type: none"> <li>Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently and where possible independently without support of a learning coach.</li> </ul>
Improve behaviour of disadvantaged pupils who struggle to either conform to school rules, show a lack of attentiveness or low-level disruptive behaviour	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</li> <li>Disruption during learning is minimised resulting in high levels of attentiveness, more opportunities for challenge and engagement, and higher rates of progress and achievement as detailed in outcomes section above.</li> </ul>
Improve emotional stability and self-regulation of disadvantaged pupils	<ul style="list-style-type: none"> <li>Pupils understand and can control their emotions more effectively.</li> <li>ELSA sessions are timetabled to coach and support children</li> <li>Utilise MHST sessions with individuals and groups</li> </ul>
Meet individual learning needs of all disadvantaged pupils	<ul style="list-style-type: none"> <li>Disadvantaged pupils' learning barriers are overcome as their needs are met resulting in accelerated progress outcomes.</li> </ul>


Analyse results of disadvantaged pupils and track their progress.	<ul style="list-style-type: none"> <li>Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>
Improve social experiences and provide enrichment opportunities	<ul style="list-style-type: none"> <li>Improved self-esteem and confidence for disadvantaged pupils.</li> <li>Pupils choosing extra-curricular clubs that they would like to attend</li> <li>Pupils supported to learn a musical instrument in school</li> <li>Pupil attending educational visit and (residential visit Year 2, Year 4 and Year 6 Families)</li> </ul>

## Activity in this academic year 2025-26




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

### Teaching (for example, CPD, recruitment and retention)





Budgeted cost: £23,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the behaviour policy, supported by social and emotional interventions.</p> <p>My Happy Mind and ELSA</p>	<p>Building on the success of nurture and behaviour support sessions by our team of skilled staff, it is considered beneficial to continue to further develop this area. Many of our disadvantaged children require additional support from class teachers support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve.</p> <p>There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> 	2,3,4,5





<p>Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma /SBSA using MHST</p>	<p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3 year period of this plan.</p> <p><b>Social and emotional learning</b>  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	<p>2,3,4,5</p>
<p>SLT to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children.</p>	<p>A number of our disadvantaged children have displayed challenging patterns of behaviour and low levels of engagement in learning over a period of time. Over the past year SLT have developed a problem solving approach. This has effectively supported all adults involved with an individual child in school to develop tightly consistent and bespoke plans to support their individual needs.</p> <p><b>Behaviour interventions</b>  <small>Moderate impact for low cost based on limited evidence.</small></p> 	<p>2,3,4,5</p>
<p>Provide ongoing ELSA supervision training so to maximise their impact upon children. Working towards Silver Award My Happy Mind accreditation</p>	<p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p> <p><b>Social and emotional learning</b>  <small>Moderate impact for very low cost based on very limited evidence</small></p>  <p>Research conducted by Chester University noted the following benefits of 'My Happy Mind':</p> <ol style="list-style-type: none"> <li>1. Significant increase in pupils' wellbeing skills – 95% of teachers reported that pupils developed appropriate skills to manage their wellbeing and emotional needs following the programme.</li> <li>2. Improved understanding of how the brain works - 98.5% of teachers said children had a clear understanding of how their brain functions and how this relates to emotions and regulation.</li> <li>3. Increased provision of wellbeing lessons - Before myHappyMind, 39.7% of schools offered no formal wellbeing curriculum. After implementation, 97.4% of schools taught 1–3 wellbeing lessons per week — embedding regular emotional literacy teaching across the school.</li> <li>4. Strong improvements in pupils' self-esteem - In classes completing the Celebrate module, 93%</li> </ol>	<p>2,3,4,5</p>




	<p>of teachers saw improved self-esteem as pupils learned to recognise their strengths.</p> <p>5. Enhanced emotional literacy and regulation skills - Teachers reported that children were better able to identify their feelings, use calming strategies, and regulate more independently (e.g. through “Happy Breathing”).</p> <p>6. Improved classroom relationships and social skills - The Relate module led to stronger peer relationships, increased empathy, improved listening skills, and more positive social interactions.</p> <p>7. Increased resilience and confidence in tackling challenges - Schools reported children were more willing to persevere, try new approaches, and use taught strategies to manage setbacks and frustrations.</p> <p>8. Calmer learning environments - Qualitative feedback from teachers indicated improvements in classroom atmosphere, reduced anxiety for many pupils, and increased readiness to learn.</p> <p>9. Positive impact beyond school - Parents reported children independently using strategies at home (such as breathing techniques or “brain talk”), demonstrating strong skill transfer beyond the classroom environment.</p> <p>10. Effective and scalable across diverse school contexts - The University of Chester found no link between school size or budget and programme effectiveness, suggesting myHappyMind delivers consistently positive outcomes across settings — including those with high levels of disadvantage.</p>	
Further training for SLT and ELSA (Senior Mental Health Lead Training completed Summer 2023)	The SLT will be required to attend training in areas such as children’s mental health and well-being, to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium training is also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils. Attend Mental Health Lead Briefings with other professionals so that there is improved networking and joint approaches that are effective and impactful	1,2,3,4,5
Improvement of Phonics and Reading Comprehension Strategies including embedding of Monster Phonics across EYFS/KS1 and to provide intervention in KS2. Additional staff trained to ensure improved outcomes for disadvantaged children. Engage with The English Hub on 2 year Early Reading Project 2025-2027	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. All new staff in F2 – Year 2 2025-2026 Research shows an average of 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> <p>£ £ £ £ £</p> <p>🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>	3,4,5

<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. Main school budget to cover costs Engagement of 2 year partnership with THE MATHS HUB introduction of Mastering Number and enhancing teaching of Reasoning Awareness of Neuro Divergent Learners</p>	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose and Mastery Maths and adaptive teaching, Steps to Write, Steps to Comprehension, Steps to Read Together and Steps to Spelling, and Monster Phonics. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them. Focus on training on the introduction of Ready Steady Read Together and Reasoning in Maths with Gareth Metcalf</p> <div> <div> <b>Mastery learning</b>  <small>High impact for very low cost based on limited evidence</small> </div> <div>   <div>+5</div> </div> </div> <div> <div> <b>Reading comprehension strategies</b>  <small>Very high impact for very low cost based on extensive evidence.</small> </div> <div>   <div>+6</div> </div> </div>	<p>3,4,5</p>
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## Targeted academic support (for example, one-to-one/group support structured interventions)


Budgeted cost: £12,200


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment</p>	<p>Last academic year, using additional adults in core subject lessons to provide immediate feedback proved beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. This is recognised in EEF research findings which provide extensive evidence of very high impact. Immediate feedback and modelling in class means much less time being spent in subsequent teaching session was being spent addressing misconceptions from prior teaching and learning. Sessions can be pitched more accurately and greater levels of appropriate challenge offered to disadvantaged pupils in particular, giving teaching staff greater insight into the needs of those within their classes.</p> <p><b>Feedback</b>  <small>Very high impact for very low cost based on extensive evidence</small></p> <div>   <div>+6</div> </div>	<p>2,3,4,5</p>

Sensory breaks for children especially those who are also neurodivergent learners	<p>Due to the successes experienced last year, it is deemed beneficial that this provision continues and is further refined to allow sensory breaks.</p> <p>Sensory Circuit Sessions ensured pupils start their school days with a calmer, focused attitude to learning. Pupils re-entered classrooms calmly with less disruptive behaviours observed by class teachers.</p> <p>Engagement in lessons increased from the pupils who participated. Sensory breaks have had positive impact and success at reducing disruption and enhancing engagement, therefore a continuation and potential increase in this provision to be actioned moving forward</p>	2,3,4,5
<p>Further Develop Helicopter Reading, Power of 2, Plus One and Toe by Toe intervention programmes</p> <p>Phonic Catch-Up sessions</p> <p>Speech and Language Assessments</p>	<p>Reading, comprehension and mathematical fluency are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement.</p> <p>Identified disadvantaged pupils regularly supported to review and apply their reading, spelling and fluency skills.</p> <p><b>Teaching Assistant Interventions</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p> <div>    </div>	2,5

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

Budgeted cost: £6,765.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further heightened parental involvement and engagement</p> <p>Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement</p> <p>One page profiles created for PPG pupils created in direct consultation with families to ensure pupils' needs and strengths are fully understood and met</p> <p>Financial assistance to support wrap around care costs at the B Hive and to fund additional hours in Little Oaks Pre-School</p>	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.</p> <p>As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.</p> <p>PPG families are the highest proportion of families who take term time holidays</p> <div data-bbox="392 794 1146 858"> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p>  </div>	1,5

<p>Extended opportunities to attend after school clubs and activities for children eligible for FSM.</p>	<p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately three months' additional progress.</p> <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life. Many of these opportunities are provided by staff at no additional cost to the budget. Most opportunities have either an Arts or Physical aspect to them, both of which are evidenced to impact positively.</p> <p><b>Arts participation</b> Moderate impact for very low cost based on moderate evidence</p> <p><b>Physical activity</b> Low impact for very low cost based on moderate evidence</p> <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence</p> 	<p>1,4,5</p>
<p>Residential/Outdoor V i s i t s</p>	<p>Residential visits are proven to support growth mind sets, increase confidence and teach team building skills.</p> <p>Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Budgeted school contributions are funded at 60%</p>	<p>1,4,5</p>
<p>Annual financial assistance with uniform purchases</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being. Whilst there is limited evidence that this directly impacts attainment and progress, pupil voice gathered has demonstrated that it supports individuals in feeling part of the school community and their sense of belonging. This in turn impacts self confidence, self esteem and engagement with their school community.</p>	<p>1,4,5</p>