



Brunswick House Pupil Premium Strategy Statement

Academic Year: 2025-2026

(Three Year plan – third cycle)

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 outcomes for disadvantaged pupils last academic year.

All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

School overview

Detail	Data
Number of pupils in school	420
Number of pupils eligible for pupil premium	104
Proportion (%) of pupil premium eligible pupils	24.76% (National = 20.8%)
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plan</i>)	Academic years: 2022/23 to 2025/26
Date this statement was published	January 2023
Date on which it will be reviewed	Autumn Term 2025 (FGB)
Statement authorised by	Wendy Skinner
Pupil premium lead	Lucy Pickard
Governor / Trustee lead	Liam Sale (Chair of Governors)



Funding overview

Detail		Amount				
Pupil premium funding allocation		2025-26: £138,845				
		2024-25: £121,050 2023-24: £142,845				
Academic Year	2020-21	2021-22	2022-23	2023-4	2024-25	2025-2026
Number of disadvantaged pupils	78	86	106	104	90	104
Number of LAC/POST LAC eligible for PP	7	9	6	1	1	0
Forces	2	2	2	2	3	1
TOTAL PP	87	97	114	107	93	104

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve in our bespoke PP mentor programme

Challenges

Challenges to future attainment (for pupils eligible for PP, including high ability)	
In-school Challenges <i>(issues to be addressed in school, such as poor oral language skills)</i>	
1.	Oral language and communication skills for PP pupils in EYFS, Key Stage 1 and 2 are lower than those of non PP children impacting progress in reading, writing and maths
2.	Understanding of vocabulary is below expected for many disadvantaged pupils on joining the school and this can slow progress across the curriculum
3.	A higher proportion of our disadvantaged pupils than other pupils face difficulties in relation to their emotional needs which can be a barrier to learning
External Challenges <i>(issues which also require action outside school, such as low attendance rates)</i>	
4.	Low attendance rates impacting on the progress and attainment of PP children
5.	Dysfunctional nature of family lives causing attachment and trauma, resulting in SEMH
6.	Limited enrichment and extra-curricular opportunities
Intended outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p>1.</p>	<p>Improve oral language skills for pupils eligible for PP</p> <p>Evidence</p> <ul style="list-style-type: none"> ● Key Stage 1 Results ● Speech and language link data ● Phonics Checks 	<p>PP eligible pupils make accelerated progress by the end of Key Stage 1 and pass their phonics check in Year 1.</p>
<p>2.</p>	<p>To continue to diminish the attainment difference between PP and non PP pupils in Reading, Writing and Maths</p> <p>Evidence</p> <ul style="list-style-type: none"> ● In school tracking data for each year group ● Pupil progress meeting actions ● National data 	<p>Percentage of pupils eligible for PP reaching at least national expectations for reading, writing and maths is closing to non PP peers term on term.</p>
<p>3.</p>	<p>Attendance of Pupil Premium children to be in line with non PP pupils</p> <p>Evidence</p> <ul style="list-style-type: none"> ● Attendance data ● Meeting minutes ● Attendance action plan ● Close liaison with County attendance officer 	<p>Improved and regular attendance impacts on targets achieved and good progress being made</p> <p>% of PP children attending school is consistent with non PP pupils</p>
<p>4.</p>	<p>Increase self-esteem, emotional literacy and resilience of pupils</p> <p>Evidence</p> <ul style="list-style-type: none"> ● Leuven scales (entry and exit data) ● Interventions tracker ● Zones of regulation monitoring ● SEND drop ins ● Play therapy questionnaires and record of input 	<p>Pupil surveys show children are happy in school</p> <p>Positive behaviour and behaviour for learning from PP pupils is observed - this impacts on presentation and outcomes. Leuven scales are effectively used to improve children's wellbeing and involvement.</p> <p>PP children are well prepared for transitions, as well as their move to secondary school.</p> <p>PP children have pride in their work</p> <p>Pupils voice is heard and acted on (PP mentors)</p>
<p>5.</p>	<p>Provide high quality opportunities for curriculum enrichment that enable PP children to develop a deep rooted love of learning enabling them to learn more and remember more</p> <p>Evidence</p> <ul style="list-style-type: none"> ● In school assessments ● Club attendance lists ● PP pupils subject quiz results 	<p>Pupil feedback. 100% of PP pupils report that they have regular opportunities for enrichment.</p> <p>Parent feedback consolidates this.</p> <p>Increased life skills and experiences reflect in knowledge being applied in other areas of the curriculum.</p>

Activity in this academic year

Proposed Spending for Pupil Premium Funding 2024-25

Funding for 2025-2026	
Number of PP	104
Total	£138,845

Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>Improve oral language skills for pupils eligible for PP</p>	<p>A dedicated SEN HLTA 2 offering high quality, bespoke support and intervention</p> <p>TAs delivering specific and tailored speech and language interventions</p> <p>Speech and Language Link software</p> <p>Phonics catch up intervention for children who do not pass the phonics screen (RWI scheme for all pupils that require phonics intervention)</p> <p>Additional CPD for Staff – Including Speech and Language Therapy</p> <p>Forest School – We are currently looking for a provider to offer these sessions</p> <p>Private Speech and Language Therapist - four times per short term</p> <p>Two fully qualified teachers (3 days per week each) delivering bespoke tutoring in reading, writing, maths and phonics</p> <p>Private Educational Psychologist four days per short term to assess and offer detailed advice and support tailored to individual pupil needs</p>	<p>Reading and writing continue to be areas where PP children perform lower than non PP peers, including Phonics check.</p> <p>Trends over the last few years have shown high percentages of children coming in with speech and language difficulties.</p> <p>There continues to be children in need of support across the school.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Designated TAs to run interventions and liaise with Speech and Language therapists.</p> <p>PP lead and SENCO to oversee and monitor assessment and progress of Speech and Language Link Assessment which will be carried out to measure progress.</p> <p>Further referrals to NHS Speech and language link to be made and actions implemented to support pupils.</p> <p>Tutor will be monitored regularly, data tracked and feedback to parents provided.</p>

		Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Accelerated rates of progress across the school for pupils eligible for PP in Reading, Writing and Maths.	<p>Mentor programme for all PP pupils and PP passports for all PP pupils</p> <p>TA/CT focus support and intervention for PP children</p> <p>Focus interventions for PP children – Reading, Writing and Maths</p> <p>Phonics/Writing catch up interventions for children in KS2 who did not pass the phonics screen in Year 1</p> <p>Providing high quality and engaging texts across the wider curriculum as well as enrichment experiences</p> <p>Fully qualified teacher delivering bespoke tutoring in reading, writing, maths and phonics</p> <p>Private Educational Psychologist four days per short term to assess and offer detailed advice and support tailored to individual pupil needs</p>	<p>Although PP children make good progress, gaps have not completely closed compared to their non PP peers in all year groups.</p> <p>Focussed interventions as well as additional support and feedback in class is to ensure not just good progress but closed gaps including pupil and parent voice.</p> <p>Reading and English skills continue to provide barriers to learning. More engaging texts and reading opportunities are needed to improve literacy outcomes.</p> <p>Engage parents of PP children in their child's progress, with regular discussions to ensure clarity over next steps and emotional well-being support.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>PP mentor passports to show PP support and impact throughout the year including a pupil voice passport.</p> <p>PP children to be identified and discussed and pupil progress meetings termly.</p> <p>Observations, book scrutinies, pupil voice to monitor the impact of TA support for PP children.</p> <p>Termly data on all year groups including end of Key Stage SATs results.</p>
Attendance of Pupil Premium children to be above national indicator	<p>School funded family liaison officer (FLO)</p> <p>Funded Breakfast Club places</p> <p>School uniform and equipment</p> <p>Designated attendance officer</p> <p>Reward prizes for attendance</p> <p>Funding towards school trips</p> <p>Support and pastoral care meetings from DSLs</p>	<p>Despite PP attendance increasing over the last year, it remains marginally below the national average</p> <p>HT FLO AO and attendance team support to work alongside families to help them overcome barriers to attendance. Including regular attendance meetings and communications to parents.</p> <p>Specific rewards to encourage/praise regular attendance.</p>	<p>Fortnightly attendance meetings to discuss impact.</p> <p>Low attending pupils discussed at pupil progress meetings.</p> <p>FLO report of support and impact to PP meetings.</p> <p>AO to monitor and track regular low attendance. Feedback at PP meetings.</p>

	<p>Dedicated attendance Governor</p> <p>Dedicated PP Governor</p>		<p>DSLs working closely with families and social workers on a regular basis.</p> <p>PP meetings with Governor in attendance.</p>
<p>Increase self-esteem, emotional literacy and resilience</p>	<p>FLO support</p> <p>DHs attending whole school nurture programme</p> <p>Emotional Literacy group</p> <p>PP mentor programme / passports</p> <p>Play Therapy</p> <p>School uniform and equipment</p> <p>Sensory Circuits</p> <p>Use of wellbeing toolkit / Leuven Scales</p> <p>School trips</p> <p>Bespoke 'chill out club' offered to all classes/identified children</p> <p>Emotional regulation support group and relevant CPD on Zones of Regulation for all staff</p> <p>Four mental health first aiders on site</p> <p>Lunchtime Oasis (nurture group)</p>	<p>We have noticed an increase in the number of children with anxiety, low self-esteem, well-being, SEMH.</p> <p>Attainment and progress are less likely to improve unless children feel safe and secure in themselves.</p> <p>Play therapy and emotional literacy groups have all had a strong and positive impact on all children who attend.</p> <p>EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Regular pupil progress meetings to monitor and track progress of children who attend groups.</p> <p>Pupil voice and well-being scales to assess impact.</p> <p>Pupil Passports to track PP children's involvement in groups and impact three times a year</p> <p>Reports from FLO, Emotional Literacy Group and Play Therapist at the end of sessions or interventions.</p> <p>Pupils will develop their confidence levels and ways to regulate their emotions with independence</p>
<p>Increased opportunities for enrichment and extracurricular opportunities</p>	<p>Contributions to school trips and residential places</p> <p>Sports clubs before and after school</p> <p>School funded additional 1:1 music lessons for identified children and instruments provided to use at home</p> <p>School funded breakfast club</p>	<p>To improve attainment outcomes, children require an understanding of the world.</p> <p>Increasing children's exposure to experiences will improve well-being, self-esteem but also knowledge and understanding of the world. Thus enabling them to empathise, infer as well as provide stimulus for writing.</p>	<p>Pupil and parent surveys</p> <p>Attendance of pupils on residential trips, trips and at clubs they may otherwise not be able to afford.</p> <p>Pupils' ability to engage with other areas of the curriculum and apply their knowledge.</p> <p>Increase in attendance at additional clubs such as music lessons.</p>

	Expert sports coaches offering clubs, groups and 1:1 sports coaching	EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)	Regular attendance at sports coaching sessions raises pupil self-esteem and confidence
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Review of the previous academic year

Evaluation of Impact from Pupil Premium Funding 2024.25

Review of Funding for 2024.25 £121,050

Action	Amount spent (£)	Brief summary of the intervention	Specific intended outcomes	How will this activity be monitored, when and by whom?	Impact
Foundation Stage to Year 5, direct phonics intervention for all children by class TAs and teachers	£15,557.54	Targeted phonics support develops basic skills within this area by TAs	Development of phonic skills and strategies which will support other aspects of the PP children's general work across the curriculum	English leaders through meetings with teaching assistants, discussions with PP children and progress data to evaluate impact. Tutor lead to meet tutor regularly and feedback at SLT and Governors.	High quality phonic interventions are planned and carried out by trained teachers and skilled TAs, these will improve PP pupils' confidence and skills in phonics. The majority of PP pupils improve their phonics knowledge term on term
Dedicated Family Liaison Officers	£26,742.42	Targeted support for families including both parents and children	Children are well supported emotionally and have regular talk time. Families are listened to and have a positive relationship with the school	Regular PP meetings DSL meetings weekly feedback support offered each week Food parcels applied for and collected for vulnerable families	Specific children and families are offered bespoke support packages.
Targeted support for tailored interventions for identified pupils and dedicated private Educational Psychologist	£7117	Targeted support for individuals / groups across all year groups in the specific interventions., Foundation Stage to Year 6	Intended outcome is the closing of attainment gaps and accelerated progress for these identified PP children in relation to age expected standards and rest of cohort	Evidenced by improvements in basic skills in core subjects	High quality and relevant support is provided by well-trained teaching assistants and tutor for identified individuals - evidenced through planning, lesson observations and work scrutinies

Play Therapy	£9000	Tailored play based therapy to support vulnerable/ PP pupils	PP Pupils are confident and secure when talking about specific issues. Their wellbeing is supported and they are able to focus on their learning.	Monitored by the SENCo	PP Pupils learn the skills that enable them to express their feelings and reduce their anxiety levels
Speech and Language private in house therapist	£8900	Tailored speech and language therapy to support identified PP pupils	PP Pupils are able to better access phonics sessions, reading and writing as well as confidently expressing themselves	Monitored by the SENCo Passports and targets reviewed formally three times per year and informally on a regular, personalised basis	PP Pupils' speech is improved and they are better able to express themselves, their needs/feelings/wants and are able to access their appropriate curriculum
PP meetings	£930	Pupil premium meetings are held	Monthly PP pupil meetings ensure that achievement, attendance and allocation of funds (including impact) are discussed	Data and spends monitored by the school business manager, FLO, Attendance officer, Assessment leader, SENCO and PP champion. Monitoring shared and ratified by PP governor	PP pupil attendance, holistic offer, spends and academic achievement is rigorously tracked. Impact of funding on outcomes is evidenced and helps to inform future planning for PP pupils
Uniform	£890	PP Pupils are provided with essential clothing - providing an improved sense of belonging	An improved sense of belonging and raised confidence levels will support PP pupils' attitudes to learning	FLO/PP champion/Bursar	PP Pupils feel part of the school, self-esteem is raised, contributing to confidence levels
Discounted access to trips and residential trips Contributions towards music lessons	£2540	PP Pupils take part in enriched activities that support their understanding and retention of the curriculum and raise their self-esteem and confidence levels	PP pupils are able to participate fully in all enrichment/trip based activities and music lessons of their choosing with specialist music teachers	PP champion, music leader and EVC leader	PP Pupils take part in all enrichment experiences and feel part of the school community. Practical experiences scaffold pupils' ability to retain the skills and knowledge learnt.
Allocated tutoring from two qualified teachers working on	£49,373.04	PP pupils receive high quality support targeted to their needs, whilst also enabling them to become	PP pupils make continuously good progress, with gaps diminishing term on term	Senior leaders carry out drop ins and monitor books and data support is	Children develop the knowledge and skills to scaffold their access to age appropriate curriculum

phonics, writing and reading targets		more confident and independent learners		highlighted with two stick men	
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Financial Year	Amount of Pupil Premium Funding (amounts allocated may alter year on year)
2018-19	£93,340
2019-20	£91,940
2020-21	£124,015
2021-22	£139,465
2022-23	£159,330
2023-24	£142,845
2024-25	£121,050
2025-26	£138,845