



The Brow C.P. School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Brow C.P. School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	51% (76 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 to 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	L. Webb
Pupil premium lead	J. Jones
Governor / Trustee lead	E. Main

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,480



Part A: Pupil premium strategy plan

Statement of intent

As a highly inclusive, community primary school, we strive to ensure that all children, regardless of their age, background or challenges they face, are given every opportunity to make good progress and achieve well across all subject areas. We strongly believe that every child has the potential to succeed and thrive. The focus of our Pupil Premium strategy is to provide effective support to enable disadvantaged children to achieve this goal.

Other vulnerable children, including those who are identified as young carers and those with a social worker, will also be considered for activities outlined in this statement, regardless of whether they are disadvantaged or not, as we recognise the challenges these children also face.

As recommended by the EEF, we take a tiered approach to Pupil Premium spending:

- High quality teaching
- Targeted academic support
- Wider strategies

Quality first teaching, a nurturing and inclusive ethos, and highly skilled staff are key to our approach in closing the disadvantaged attainment gap, while also benefitting non-disadvantaged children in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and evidence-based strategies, 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
- Support children facing social, emotional, and mental health challenges so that they can access learning.



Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and Language needs in EYFS extending to KS1.</p> <p>Data shows that the areas of challenge in enabling an increase in the number of children achieving GLD at the end of EYFS are speech, language and communication. This is particularly true for disadvantaged children.</p> <p>Although a higher percentage of disadvantaged children in school achieved GLD compared to school non-disadvantaged in 2023 and 2024 (2023-40%/33%; 2024-62,5%/30%), disadvantaged children had the greatest challenges in speaking, listening and communication and Literacy.</p>
2	<p>Comprehension skills and fluency not aligned to reading (decoding) skills.</p> <p>Although school Phonics Screening is historically broadly in line with national figures, children's comprehension skills in relation to understanding the text they have read, fluency, vocabulary knowledge and inference skills are not in line with age related expectations.</p> <p>2023 data: Y1 phonics screening check – 84.6% (2023) 77.3% (2024) achieved the expected standard Y2 phonics screening – 95% (2023) 88% (2024) achieved the expected standard by the end of KS1.</p> <p>Challenges in understanding what is read has an impact on children's fluency, engagement and enjoyment of reading.</p>
3	<p>Spelling, grammar and oracy skills require development to support greater achievement in writing</p> <p>Disadvantaged children did not achieve as well as non-disadvantaged children by the end of KS2 in 2024. Literacy, particularly writing, is an area for further development from EYFS.</p>
4	<p>Lack of accuracy in reasoning skills in mathematical problem solving.</p> <p>While mathematical fluency has improved consistently since 2021, internal monitoring shows that children still find problem solving challenging, due to limited reasoning skills. In 2024 by the end of KS2, maths showed the biggest attainment gap between disadvantaged and non-disadvantaged children.</p>
4	<p>Attendance gap between PP and non-PP children, and number of disadvantaged children who are persistent absentees.</p> <p><i>Across school, attendance figures for disadvantaged children are lower than non-disadvantaged children. As a group, on average, attendance of disadvantaged children was 5-8% lower than their non-disadvantaged peers in 2023. Although there has been an improvement in this, attendance remains a key priority for all children, particularly those who are disadvantaged.</i></p>
5	<p>Social, emotional, and mental health needs</p>

Since 2021 greater proportions of children and families have requested emotional wellbeing support than pre-pandemic. As a highly inclusive school we have a higher-than-average proportion of children with SEN (60% across school). 53% of our disadvantaged children also have a special educational need, and of those children, 45% have SEMH needs. The level of need post-pandemic, has continued at a consistent rate, with over 25% of children at school currently open to social care.

Children experiencing high levels of anxiety find learning particularly difficult, which is why we prioritise meeting children’s social and emotional mental health needs through the curriculum and additional interventions for individuals. Observations and feedback have continued to show that some children show a reduced stamina for learning, anxiety about separating from family, a reduction in fine motor skills, particularly in the youngest children, which can lead to a reluctance in recording/completing activities.

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
EYFS and KS1 children to achieve in line with their peers in the areas of speaking, listening and communication and Literacy	<ul style="list-style-type: none"> • All children will have a baseline WellComm screening check on entry to EYFS and KS1 which will indicate key areas of need and intervention support to be carried out. • Increase in WellComm scores term on term • Increase in the number of children across EYFS achieving ELG for Speaking and Listening, Communication and Literacy, which will in turn lead to an increase in children achieving GLD.
Children to be able to access all areas of the curriculum as competent readers.	<p>Increase in:</p> <ul style="list-style-type: none"> • Percentage of children achieving ARE in Reading and Writing at the end of each Key Stage • Percentage of disadvantaged children achieving ARE in Foundation subjects • Reading comprehension assessment scores for disadvantaged children. • Understanding and knowledge of curriculum specific vocabulary for disadvantaged children. • Reading fluency scores for individual children

	<ul style="list-style-type: none"> • Proportion of children reading at home and being able to discuss their favourite books/authors • Proportion of disadvantaged children achieving the phonics screening check year on year • Disadvantaged children and families accessing the school library and extra-curricular activities. • Engagement levels across the curriculum due to collaborative learning and the use of metacognition strategies.
<p>Closed or closing achievement gaps in reading, writing and maths between disadvantaged and non-disadvantaged children.</p>	<p>Disadvantaged children performing in line with non-disadvantaged children in school, and the gap between school and national performance narrowing year on year in Reading, Writing and Maths achievement.</p>
<p>Significantly improved attendance for disadvantaged children meaning less missed learning time.</p>	<p>Decrease in the percentage of disadvantaged children who are persistent absentees.</p> <p>Increase in overall attendance for disadvantaged children, narrowing the gap between them and non-disadvantaged children in school and nationally.</p>
<p>Resilient, confident and happy children who enjoy learning and are engaged.</p>	<p>Improved Thrive assessment scores for individual children.</p> <p>Improved wellbeing feedback from pupil and parent surveys year on year.</p> <p>Reduction in negative behaviour incidents over time (assessed termly).</p> <p>Positive attitudes to learning evidenced via feedback and observations.</p> <p>Improved attendance</p>



Activity in this academic year

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Mastery Learning</p> <p>Whole staff CPD on Teaching and Learning throughout the academic year as part of the SDP. This will take place alongside DfE PEIA training. WellComm training and implementation across school. Whole school T & L Training will focus on developing a consistent mastery approach across all curriculum areas combined with effective feedback. Successful implementation is reliant on having adequate staffing across school due to high levels of SEN (60%), so there will be a commitment to one FT TA per class as a minimum.</p>	<p>EEF Teaching Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <ul style="list-style-type: none"> • Small-group-tuition • Reading Comprehension Strategies • Teaching-assistant-interventions • Oral-language-interventions • Mastery Learning • Feedback • Collaborative Learning Approaches 	<p>1, 2, 3, 4, 5.</p>



<p>Collaborative learning developed through 'Narrative through the Curriculum' approach. Whole staff CPD and planning to support implementation.</p>		
<p>Little Wandle Phonics Scheme including KS2 Rapid catch up programme. All staff to complete training. Purchase of new phonics scheme resources and reading books for children and home reading books.</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Phonics 	<p>1, 2, 5.</p>
<p>Pathways to Read Purchase updated materials which focus on developing fluency. All staff to complete refresher training as appropriate. New staff to complete year group training with The Literacy Company. Purchase class sets of guided reading books. Purchase Pathways to Spell. Maths Purchase and use of online resources to</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Mastery-learning • Reading Comprehension Strategies 	<p>1, 2, 5.</p>

<p>support teaching and learning. Staff to attend subject specific training for their year group.</p>		
<p>Oracy Whole school focus on oracy as part of teaching and learning strategy. Links to Voice 21 strategies. Participation in DfE PEIA EYFS Speech and Language Programme. Use of Widget Online to support learning for SEN.</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Oral-language-interventions • https://voice21.org/impact-report-2021 	<p>1, 2, 3, 5.</p>
<p>Metacognition Further training for staff in metacognition – whole school and individual training. Focus on strategies used in teaching and learning, including narrative through the curriculum approaches. SEN CPD for whole staff – supporting inclusion, differentiation and assessment to develop mastery teaching.</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Metacognition-and-self-regulation • Mastery-learning 	<p>1, 2, 3, 5.</p>

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

Budgeted cost: £47,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant led Interventions</p> <p>Daily phonics interventions – follow up from teacher led interventions.</p> <p>Daily maths and reading pre-teaching and keep up interventions.</p> <p>Daily emotional check-ins for specific children.</p> <p>Small intervention groups.</p> <p>Progress meetings half termly to review pupil achievement, interventions and impact.</p> <p>Intervention trackers implemented across school.</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Teaching-assistant-interventions • Mastery-learning 	<p>1,2,3,5.</p>

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

Budgeted cost: £51,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker</p> <p>Pastoral support for disadvantaged children and their families via 1:1 sessions with children developing their self-regulation skills and attitudes to learning, increasing parental engagement via family learning, supporting families practically (e.g. support to bring children to school, Food Bank vouchers, support at meetings, signposting to</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Parental-engagement • Self-regulation 	<p>4,5</p> <p>1,2,3</p>

<p>other agencies, referrals for additional support etc.) Thrive Licensed Practitioner training to enable FSW to provide restorative interventions for SEMH.</p>		
<p>ELSA TA Emotional literacy support for specific children – 1:1 and small group sessions to support children in managing their feelings and behaviour. Half termly supervision for ELSA Staff.</p>	<p>EEF Toolkit:</p> <ul style="list-style-type: none"> • Social-and-emotional-learning • Behaviour-interventions 	<p>4,5. 1,2,3.</p>
<p>EWO support Purchase of additional time as part of LA Attendance SLA – one meeting per month, support with Attendance Planning Meetings and Penalty Notice Warnings.</p>	<p>EEF Teaching Toolkit</p> <ul style="list-style-type: none"> • Parental-engagement 	<p>4. 1,2,3.</p>
<p>EP support Purchase of additional time as part of LA SLA – additional time to be used for pupil assessment/observation, staff training and supervision</p>	<p>EEF Toolkit:</p> <ul style="list-style-type: none"> • Social-and-emotional-learning • Behaviour-interventions 	<p>5 1,2,3.</p>
<p>Pupil welfare Purchase uniform, resources, subsidise external activities and clubs for disadvantaged children as required, including breakfast club, school visits and extra-curricular clubs by external agencies.</p>		<p>4, 5.</p>

Total budgeted cost: £112,400.



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In 2023-24 the focus of our Pupil Premium spend was:

- Improving outcomes in reading, writing and maths for disadvantaged children.
- Ensuring disadvantaged children had the same access to enrichment opportunities across the curriculum as non-disadvantaged children.
- Improved attendance for disadvantaged children.

Impact:

1. EYFS:

- School disadvantaged pupils outperformed LA and National disadvantaged pupils in the areas of Reading, Writing and Maths in 2023.
- In 2024 school disadvantaged pupils outperformed national disadvantaged pupils, and school non-disadvantaged pupils in all areas of learning and goals.
- There has been a year-on-year increase in the percentage of disadvantaged children achieving GLD:

2022	2023	2024
20%	40%	62.5%

2. Phonics:

- School disadvantaged children outperformed local, regional and national disadvantaged children in the percentage achieving the expected standard and the proportion achieving the highest band of marks (37-40) in 2023 and 2024.
- There has also been an increase in the number of disadvantaged children in school achieving the expected standard from 2022-2024.
- In 2023 87.5% of disadvantaged children achieved the phonics screening check standard. This increased to 91.7% in 2024.
- The percentage of disadvantaged children achieving the phonics screening check standard by the end of Year 2 was broadly inline with

the percentage of non-disadvantaged in school (86%/89%) and was higher than national percentage for disadvantaged children (86%/82%)

3. KS2:

- In 2023 there was an increase in the percentage of disadvantaged children achieving the expected standard in Reading, Writing, Maths, GPS and RWM combined. There was also an increase in the average scaled scores from in each Reading, Maths and GPS in 2023.
- In 2024, although more children overall achieved the expected standard in Reading, Writing and RWM combined, disadvantaged children did not perform as well as they did in 2023 in reading or maths.

4. Attendance:

While attendance overall continues to be a whole school priority, and there remains a gap between the attendance of disadvantaged and non-disadvantaged children, there have been some improvements in this area. In 2023 the gap between groups was around 8%. At the end of 2024 the gap between disadvantaged and non-disadvantaged children had narrowed: Disadvantaged – 89.5%, non-disadvantaged – 93.1% (-3.6%)
Persistent absence also continues to be a priority, despite a small improvement in the figures for disadvantaged children from 40% to 38% PA. In 2024 the number of disadvantaged who were persistently absent was 26 (38%) and non-disadvantaged was 14 children (16.1%)