

Pupil premium strategy statement – Brushwood Junior 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	257
Proportion (%) of pupil premium eligible pupils	25%
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)	2024-25, 2025-26 , 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs J Robertson, Headteacher
Pupil premium lead	Mrs K Haines, Deputy Headteacher – Inclusion
Governor / Trustee lead	Mr S Vockins, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,445
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>	£93,445

Part A: Pupil premium strategy plan

Statement of intent

When creating our Pupil Premium (PP) strategy, we recognise the importance of considering the context of the school and the subsequent challenges that may arise. Our primary intention is that all pupils, irrespective of their background or the difficulties they might face, achieve good progress from their individual starting points. To guide our decisions regarding the most effective strategies, we have utilised the research conducted by the Education Endowment Foundation (EEF) alongside recognised literature, such as 'Addressing Educational Disadvantage' by Marc Rowland. This evidence-based approach underpins the rationales for the strategies we implement within our PP framework.

Common barriers to learning for disadvantaged pupils include limited capacity for support at home, underdeveloped language and communication skills, low self-confidence, increased incidence of behavioural difficulties, and concerns related to attendance and punctuality. Additionally, complex family situations often inhibit a pupil's ability to thrive academically. Given this landscape, it is essential to acknowledge that the challenges faced by our pupils are diverse and variable; thus, there is no 'one size fits all' solution.

The key principles of our strategy are centred around high-quality teaching, which we consider to be the cornerstone of our approach. We are committed to fostering an ethos of attainment for all, ensuring that every pupil receives an individualised approach that is attentive to the specific barriers they encounter. Our focus on measurable outcomes for individual pupils allows us to tailor support that meets their unique needs effectively.

Furthermore, our decisions are firmly rooted in data and evidence, leading us to set high aspirations and establish a culture of shared responsibility for raising attainment across the school. Recognising the profound link between academic success and mental health, we also prioritise the mental well-being of our pupils, integrating supportive measures alongside our educational initiatives.

Our PP strategy is integral to broader school plans for education recovery, particularly in its provision of targeted support through the tuition. This initiative specifically seeks to address the needs of pupils whose education has been most adversely affected, including those who may be non-disadvantaged. Through our comprehensive PP strategy, we strive to ensure that all pupils can access the necessary resources and support to flourish, thereby enabling them to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil observations, writing moderations and discussions with pupils illustrates poor oral skills and vocabulary gaps in many of our disadvantaged pupils. This negatively impacts their development in writing.
2	Internal data (Accelerated Reader), data/discussions from our feeder school and discussions with pupils indicates the challenges pupils are facing with phonics. Our disadvantaged pupils are currently performing lower than non-disadvantaged pupils in reading.
3	Internal data (PUMA/NTS) and teacher observations indicate that disadvantaged pupils Maths attainment is below that of non-disadvantaged pupils.
4	Our observations, behaviours CPOMS logs, pupil voice and the increase of pupils experiencing significant challenges with self-regulation indicate that some of our pupils are finding school challenging and require support to build emotional resilience and self-regulation skills.
5	Our analysis of extra-curricular opportunities and pupil aspiration interviews, a high proportion of disadvantaged pupils are not accessing enrichment opportunities such as clubs in order to build cultural capital.
6	The attendance data for disadvantaged pupils is lower than non-disadvantaged pupils which is impacting pupils' progress.
7	Our internal tracking systems indicate that parental engagement from disadvantaged families is lower than non-disadvantaged families.

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
Improved oral skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils with an increasing number of pupil's incorporating tier 2 and 3 vocabulary within their work. This evidence can be found in pupil's workbooks, writing moderation, pupil voice and ongoing formative assessment.
Improved phonics skills and early readers	Internal data (Accelerated Reader diagnostic reports and summative assessments) show that disadvantaged pupils are closing the gap between themselves and non-disadvantaged pupils. Key Stage 2 reading outcomes in July 2027 show that at least 65% of disadvantaged pupils have met the expected standard.

Improved Maths attainment among disadvantaged pupils.	Key Stage Two Maths outcomes in July 2027 demonstrate that at least 65% of disadvantaged pupils met the expected standard.
To improve and sustain our approach to supporting emotional resilience and self-regulation	Data will indicate an increased percentage of children with 'high satisfaction with their school experience'. Pupils are able to discuss how they're feeling using 'Zones of regulation'.
To improve the number of disadvantaged pupils gaining cultural capital from extra-curricular activities, in-school enrichment opportunities and clubs.	Monitoring records indicate that disadvantaged pupils are accessing at least one enrichment opportunity per term.
Improved attendance figures for disadvantaged pupils and reduce the percentage of disadvantage pupils with less than 95%.	The overall attendance for disadvantaged pupils improves and is in-line with the National average of 95%. The percentage of disadvantage pupils with attendance below 95% is reduced.
To improve the percentage of parents engaging with school in order to improve pupil's academic learning.	Parental engagement, with parent consultations, SEND meetings, parent workshops and school events, would have increased to an average of 95% for disadvantaged families.

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: £55,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide an Assistant SENDCo to support with the increase in pupils requiring additional support with emotional regulation.	Social and emotional interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional Learning - Education Endowment Foundation	4, 6, 7
To provide an additional teacher to target the gaps in Phonics and provide an	Targeted phonics approaches have proven to support disadvantaged pupils as they have had less exposure of spoken word and books in their homes.	2

opportunity to read daily with an adult.	Phonics- Education Endowment Foundation	
To offer Forest School to Year 5 to build social skills, resilience, confidence and independence.	Social and emotional interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional Learning - Education Endowment Foundation	4, 6, 7
To separate the Year 5 and Year 6 Maths classes into three smaller targeted groups.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition – Education Endowment Foundation	3, 4
To provide regular Homework Club which has a member of staff that can support the children with their gaps in their knowledge.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition – Education Endowment Foundation	3, 4
To provide a range of highly structured lunchtime clubs to reduce the number of incidents on the playground due to misunderstandings. To ensure there is enough equipment/resources for the Clubs to be successful.	Participation in a variety of activities has seen positive outcomes for English, Maths and Science. Additionally, it has seen wider benefits on pupil's attitudes to learning and increased well-being. Participation - Education Endowment Foundation	1, 4, 5, 6, 7
To provide all teaching staff training on how to support children with retaining information. <i>Robin Launder's training on Sticky Learning.</i>	Using a range of pedagogical approaches to understand the difference between short-term and long-term memory, and how to get information from former into the latter has shown improvements with pupils retention. Retrieval practice - Behaviour Buddy, Robin Launder	1, 2, 3, 4, 6

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

Budgeted cost: £34,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
To commission a therapist to target children who require clinical intervention to support the regulation of their emotions and reduce anxieties.	Social and emotional interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and Emotional Learning - Education Endowment Foundation	4, 6, 7
To provide the school with ELSA/Nurture support to target our most disadvantaged pupils.	Social and emotional learning is provided to support pupils with social interaction skills, self-regulation and support pupils who are facing challenges currently. Social and Emotional Learning - Education Endowment Foundation	4, 6, 7
To provide Maths boosters for pupils to close the gap.	Boosters targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition – Education Endowment Foundation	3, 4
To provide a bespoke curriculum based on the Early Years model to a small group of children who are significantly behind.	For pupils who are working at an Early Years level, we have employed an Early Years Practitioner to support the pupils with closing gaps and offering a highly bespoke curriculum with a separate learning area with age-appropriate resources. The pupils will have a mixture of one-to-one learning, small group learning and peer tutoring alongside supporting their metacognition and regulation skills. One to one tuition – Education Endowment Foundation Small group tuition – Education Endowment Foundation Peer Tutoring - Education Endowment Foundation Metacognition and self-regulation - Education Endowment Foundation Social and Emotional Learning - Education Endowment Foundation	All

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
To carefully monitor attendance and act swiftly when there are dips. To support children who are struggling to attend due to Emotional Based Non-School Avoidance (EBNSA).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - DfE	6
Trips and residential	To address financial barriers preventing pupils from attending school visits and residential to broaden life experiences and aspirations.	5
Uniform	To address financial barriers to enable pupils to have a full complement of school uniform creating social equity and sense of belonging. EEF outline that uniform supports the development of a whole school ethos and therefore supports discipline, motivation and in some cases social equity. School uniform – Education Endowment Foundation	6
To fund Breakfast Club for disadvantaged pupils who are struggling.	Maslow's Hierarchy of Needs indicates that pupils who are received a healthy breakfast are more likely to be ready and settled for learning.	4, 5, 6
Ensure all parents are provided with an opportunity to discuss their child's academic progress. Provide workshops to assist parents so they can support their children.	It is crucial to engage with all parents, especially those from disadvantaged backgrounds, to avoid widening the attainment gaps. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement – Education Endowment Foundation	4, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	All

	to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved oral skills and vocabulary amongst disadvantaged pupils

Vocabulary is taught explicitly to all pupils within lessons allowing all pupils to access the learning. Pre-reading has been effective to allow disadvantaged pupils to actively engage and feel success. Pupils are beginning to use context-specific vocabulary to precisely explain, describe or label, which has been evidenced in Subject Leaders monitoring and Governor visits. Through regular writing moderation, it is evident that all pupils are improving their vocabulary knowledge and are using tier 3 vocabulary within their writing.

It is evident from the data below that because of our interventions and targeted teaching, pupils have made progress from their starting points across Reading, Writing, and Grammar, Punctuation and Spelling. It should be noted that across the school we have pupils who have complex needs and are working significantly below their chronological age, so they are receiving a bespoke curriculum offer. These pupils have focussed on reading High Frequency Words, writing their name and learning phase 2 sounds.

Summer Term 2025	Reading progress for PP pupils	Writing progress for PP pupils: <i>Teacher assessed</i>	Grammar, Punctuation and Spelling progress for PP pupils:
Year 3 (16 pupils)	87% of PP pupils made progress from their starting points.	87% of PP pupils made progress from their starting points.	75% of PP pupils made progress from their starting points.
Year 4 (16 pupils)	100% of PP pupils made progress from their starting points.	87% of PP pupils made progress from their starting points.	81% of PP pupils made progress from their starting points.
Year 5 (16 pupils)	93% of PP pupils made progress from their starting points.	87% of PP pupils made progress from their starting points.	93% of PP pupils made progress from their starting points.
Year 6 (8 pupils)	75% of PP pupils made progress from their starting points. 22% achieved Greater Depth in the KS2 SATS in May 2025.	63% of PP pupils made progress from their starting points.	63% of PP pupils made progress from their starting points.

Improved phonic skills and early readers

The GAPS Phonics programme has continued to be used to address gaps in a pupil's phonic knowledge. Where staff have moved year groups, the English lead organised training for them using the GAPS training videos. Alongside the SENDCo and English Lead, phonics interventions have been monitored to

ensure the children are making progress especially those children who require additional rehearsal due to poor retention.

Phonics progress data shows the impact of the intervention.

Year group	Start of year	End of year
Year 3	41% receiving phonics intervention	8% receiving phonics intervention
	<i>One child with complex needs and requires a bespoke curriculum.</i>	
Year 4	2% receiving phonics intervention	0% receiving phonics intervention
Year 5	0% receiving phonics intervention	0% receiving phonics intervention
Year 6	6% receiving phonics intervention	4% receiving phonics intervention
	<i>One child with complex needs – transitioned to a specialist setting.</i>	

Improved Maths attainment among disadvantaged pupils

Throughout the academic year, we separated Year 6 Maths groups into three smaller groups allowing teachers to spend additional time on securing number fluency before applying it to more complex problem-solving questions. Due to the smaller groups, we noticed an increase in participation from our less confident mathematicians during lessons. It was found from pupil voice that the children feel more confident in their own knowledge and reported they have a secure method and understanding of how to solve problems. It is evident from the data below that PP pupils made significant progress from their starting points. From analysing the data outcomes, the pupils who did not make the expected progress have complex needs and are significantly working below their chronological age and require a bespoke curriculum. These children focussed on securing their number recognition, number bonds and started to focus on multiplication facts for the 10 times table and 2 times table.

Summer Term 2025	Maths progress for PP pupils:
Year 3 (16 pupils)	81% of PP pupils made progress from their starting points.
Year 4 (16 pupils)	100% of PP pupils made progress from their starting points.
Year 5 (16 pupils)	80% of PP pupils made progress from their starting points.
Year 6 (8 pupils)	63% of PP pupils made progress from their starting points. 11% achieved Greater Depth in the KS2 SATS in May 2025.

To improve and sustain our approach to supporting emotional resilience and self-regulation.

18% of the whole school received support from our Nurture Lead. This is an increasing number due to the increase in SEND, disadvantaged and families in-receipt of support from Social Care. Through monitoring and observations, pupils were well supported and had strategies to support their emotional resilience. Pupils who are finding this challenging will have further and more intense support from our

Nurture Lead. Through purchasing Boxall Profile, we have been able to tailor our nurture sessions to focus on a particular area of need. All social interaction groups have been assessed using Boxall profile which has supported the staff leading to target the areas for development as well as provide additional resources. Due to the number of pupils receiving social group support, staff have found the assessments on Boxall Profile incredibly time consuming for the results we receive. We will review this during the next academic year to see how we can make this more efficient and supportive.

To improve the number of disadvantage pupils gaining cultural capital from extra-curricular activities, in-school and enrichment opportunities and clubs.

All pupils were able to attend a club either at lunchtime, Enrichment or after-school. There were a range of sporting and non-sporting clubs for pupils to choose from. Disadvantaged pupils have first choice of enrichment clubs.

Improved attendance figures for disadvantaged pupils with less than 95%

The average attendance percentage of the number of disadvantaged pupils in school is 94% and the pupils whose attendance was below 90% was carefully monitored by the Attendance Lead. Parent Support Meetings were conducted to establish how we can support the families with their child's attendance and in some cases punctuality. We created individualised approaches to support families and were able to refer them for further support when they were struggling to implement routines. This led to the number of disadvantaged pupils who were below 95 % attendance continued to decrease over the academic year, and the overall attendance increased.

To improve the percentage of parents engaging with school in order to improve pupil's academic learning

78% attendance for Parent Consultations and 71% attendance for Individual Provision Map meetings. Any parents who did not attend their meetings were chased up by the class teachers, they were offered telephone consultations, and a copy of the report/Individual Provision Map was sent home.

Externally provided programmes

Programme	Provider