

Pupil premium strategy statement – Brownlow Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	544 Census 23-24
Proportion (%) of pupil premium eligible pupils	14.2% (77)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Vicky Sellars
Pupil premium lead	Vicky Sellars
Governor / Trustee lead	Anne Frost, Chair of Trust Laura Constantine, School Gov

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£113,960

Part A: Pupil premium strategy plan

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.

2	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers, and particularly our disadvantaged pupils.
3	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.
4	Increased numbers of pupils with SEND, who are also being eligible for FSM, requires staff training and support to ensure achievement for all pupils.
5	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. Numbers of pupils on our pastoral register have grown. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Challenge 1 and 2 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics and KS2 data shows diminished differences from 2023-2024.
Challenge 3 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as after school clubs, residential and educational visits.
Challenge 4 To increase educational success for pupils with SEND including those pupils eligible for PP.	Individual assessments shows progress against personal targets (PLP). Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.
Challenge 5 To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations • Fewer concerns recorded in the pupil voice 'Worry Boxes'

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: £ 36,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all staff, Little Wandle reading material for EYFS – Y3</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	1,4
<p>Reading Refine Whole Class T4R model (WCR) Continued engagement with the trust networks and guided support. Writing lead to provide training on accurate writing moderation. Resources, staff training and English Team time.</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,4
<p>CPD Teacher and TA Staff Development</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p>	

<p>model – CPD program to develop reflection skills and embed new skills introduced in training.</p> <p>Writing Journals, Precision Teach and making adaptations.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Maths</p> <p>White Rose training, resources and materials.</p> <p>Mastering Number at KS2 training times and resources.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	

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

Budgeted cost: £ 40,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>Part-time phonics intervention teacher providing targeted support in KS1 for early reading and phonics.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>1, 4</p>

Reading Part-time reading intervention teacher providing targeted support in KS2 for catch-up and comprehension.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 4
Maths Part-time intervention teacher providing targeted support in KS2 for maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2, 4

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

Budgeted cost: £ 37,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Provision of ELSA groups to support with self-esteem, self-efficacy and resilience	EEF – social and emotional learning (+4m) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 5
Enrichment Wide range of targeted curriculum experience days, World Book Day, visitors to school Subsidising music lessons for disadvantaged children to ensure that children have	https://educationendowmentfoundation.org.uk/news/new-eef-trials-announced-including-focus-on-send	1, 2, 3

<p>equitable opportunities with their peers</p> <p>Offer some after-school clubs at no cost to all children</p> <p>Offer holiday time Sports Camp at a reduced cost</p>		
<p>Pastoral and Behaviour</p> <p>Children have access to a Mental Health trained Pastoral and Behaviour Lead who can support the children and their families if they need it.</p>	<p>EEF – social and emotional learning (+4m)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 113,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Aim - Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading.</p> <p>Outcome – Purchase and use of Little Wandle phonic books. Staff use high quality texts and the use of AI to ensure that texts are vocabulary rich. Vocabulary is prioritised within topics and children learn and revisit this through knowledge organiser quizzes.</p> <p>Year 1 Phonics – 83.8% Year 2 Phonics – 76.9% KS2 Reading data – 67.4%</p>
<p>Aim - The opportunity for sustained writing</p> <p>Outcome – Staff training provided and Writing journals introduced. Children write an independent, extended piece of work every two weeks using a visual stimulus.</p> <p>KS2 Writing data – 67.4%</p>
<p>Aim - Gaps in mathematical knowledge across school including times tables and reasoning application.</p> <p>Outcome – Key Knowledge non-negotiables for each year band has been identified and prioritised. A whole school times tables approach has been implemented. Reasoning training delivered to the whole staff.</p> <p>KS2 Maths data - 78.7%</p>
<p>Aim - Experiences of some pupil Premium children outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world.</p> <p>Outcomes – Every child has attended at least 2 visits or events for example the farm, Holme Pierrepont water sports centre, Warning Zone</p>
<p>Aim - Social and emotional well-being of some pupil Premium children, including positive interactions and relationships with their peers.</p> <p>Outcomes – The Pastoral register had 65 children. Pupil voice shows that many children have benefitted from Social Communication, Lego Therapy, Happy to Me and ELSA.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ELSA	ESLA Support
Little Wandle Phonics	Wandle Learning Trust
White Rose Maths	White Rose Education
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance