

# Pupil premium strategy statement – Brownlow Primary 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	530
Proportion (%) of pupil premium eligible pupils	17.4% (92)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Vicky Sellars
Pupil premium lead	Vicky Sellars
Governor / Trustee lead	Drew Richardson-Walsh, Chair of Trust Laura Constantine, School Gov

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£133,205

# 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 2025-2026.
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"> <li>• Qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations</li> <li>• Fewer concerns recorded in the pupil voice 'Worry Boxes'</li> </ul>

## 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: £ 42,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b> 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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	1,4
<p><b>Reading</b> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,4
<p><b>CPD</b> Teacher and TA Staff Development model – CPD program to develop reflection</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	

<p>skills and embed new skills introduced in training.</p> <p>Writing Journals, Precision Teach and making adaptations.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p><b>Maths</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	

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

Budgeted cost: £ 46,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	1, 4

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

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

Budgeted cost: £ 43,345

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

<p>with their peers Offer some after-school clubs at no cost to all children Offer holiday time Sports Camp at a reduced cost</p>		
<p><b>Pastoral and Behaviour</b> 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) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 133,205**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim - Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading.

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.

#### Phonics

Phonics Y1 – 80.3% (nat 79.9%) Y2 – 61.5% (Leics 47%)

Keep up sessions for phonics and reading in place

#### KS2

Reading 75%

Reading for disadvantaged – 62% (National 63%)

RWM Combined – 53.4% (Nat 62%)

RWM Combined for Disadvantaged – 31% (Nat 47%)

Aim - The opportunity for sustained writing

Outcome – Staff training provided and Writing journals introduced. Children write an independent, extended piece of work every two weeks using a visual stimulus.

#### KS2

Writing 63.6% (nat 72%)

Writing for disadvantaged – 38% (Nat 59%)

Aim - Gaps in mathematical knowledge across school including times tables and reasoning application.

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.

Y4 MTC Above national – average score for our school 21.7 national 20.6

Maths 77.3% (Nat 74%)

Maths for disadvantaged – 38% (Nat 61%)

RWM Combined – 53.4% (Nat 62%)

RWM Combined for Disadvantaged – 31% (Nat 47%)

Whilst the reading progress for disadvantaged pupils is in line with national, the progress disadvantage pupils make continues to be a concern ARE.

PLPs show small steps progress for all SEND pupils.

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.

Outcomes – Every child has attended at least 2 visits or events for example the farm, Holme Pierrepont water sports centre, Warning Zone, Duke's Barn Residential

Pupil Premium costs are subsidised.

Pupil Premium pupils are prioritised for School Holiday Sports Club.

Aim - Social and emotional well-being of some pupil Premium children, including positive interactions and relationships with their peers.

Outcomes – The Pastoral register had 72 children. Pupil voice shows that many children have benefitted from Social Communication, Lego Therapy, Happy to Me and ELSA.

## 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.*

<b>Programme</b>	<b>Provider</b>
ELSA	ESLA Support
Little Wandle Phonics	Wandle Learning Trust
White Rose Maths	White Rose Education
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Literacy Shed Plus	Literacy Shed
Charanga	Charanga