

# Pupil premium strategy statement – Brockhurst Primary School 2025

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	269
Proportion (%) of pupil premium eligible pupils	44% - Pupil Premium 37% - FSM 7% - Service
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Shobana Kohli, Headteacher
Pupil premium lead	Amy Church, Assistant Headteacher
Governor / Trustee lead	Kass Hawkley, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,230
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£195,230

# Part A: Pupil premium strategy plan

## Statement of intent

At Brockhurst Primary School, our Pupil Premium strategy is rooted in our belief that every child deserves the opportunity to succeed, regardless of background or starting point. With almost half of our pupils eligible for Pupil Premium and a high proportion of pupils with SEND, we are determined to remove barriers and provide the best possible education for all.

Our intention is to close the attainment gap between disadvantaged pupils and their peers, ensuring equity of opportunity and access to learning. We aim to ensure that they are able to make strong progress and thrive academically, socially, and emotionally. We want every child to feel valued, supported, and inspired to achieve excellence. To achieve this, we will secure high-quality teaching as the foundation for all improvement, recognising that excellent classroom practice has the greatest impact on disadvantaged learners. Through our use of diagnostic and robust assessments, we will be able to identify needs swiftly, inform teaching, and measure the impact of our actions. We will continue to ensure clarity in targets and expected outcomes, so that staff, governors, and families understand our ambitions and can track progress over time. Ultimately, we aim to build a shared vision, with every adult in our school community taking responsibility for the success and wellbeing of disadvantaged pupils.

Our approach is guided by our school values of Courage, Ownership, Respect, and Excellence:

- **Courage:** We encourage pupils to be resilient, confident learners who persevere through challenges. Staff demonstrate courage by advocating for disadvantaged pupils and maintaining high aspirations for every child.
- **Ownership:** We promote responsibility and independence, helping pupils take ownership of their learning and personal development. Staff take collective ownership of outcomes, ensuring that every child is known, supported, and championed.
- **Respect:** We foster an inclusive environment built on empathy, trust, and mutual respect. We value each child's individuality and work closely with families and the wider community to remove barriers to learning.
- **Excellence:** We are relentless in our pursuit of excellence for all pupils. Through high-quality teaching, targeted intervention, and enriching experiences, we ensure disadvantaged pupils make accelerated progress and achieve their full potential.

Through this strategy, we aim for every child to leave Brockhurst Primary School as a confident, capable, and compassionate learner — ready to contribute positively to society and to their own future success.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Social, emotional and mental health issues</b> causing barrier to learning for many disadvantaged children who have a Special Educational Need

2	<b>Language deficit; children start school with poor vocabulary and oral communication skills</b> as indicated in our reception baseline assessments and work with feeder preschools.
3	<b>Poor literacy skills</b> are causing a barrier to accessing the curriculum for many of our disadvantaged pupils
4	Large proportion of disadvantaged pupils have <b>gaps in knowledge</b> across all core subjects, making it more challenging to access areas of their learning to enable rapid progress.
5	<b>Attendance</b> of disadvantaged pupils, compared with their peers and nationally

## 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
To improve outcomes at end of EYFS related to communication, language and literacy, personal, social and emotional development and mathematics	<p>Areas of Learning for Communication and Language, Personal, Social and Emotion Development and Mathematics will show greater proportion of children meeting the expected standard.</p> <p>Learning walks/observations will show a language rich environment supporting children to develop their language skills.</p> <p>Formative assessments throughout the year will identify and address needs for individual children, closing the gap between disadvantaged and non-disadvantaged.</p>
To improve and sustain reading attainment amongst disadvantaged pupils from reception to Y6	<p>Rapid catch-up interventions will target those with gaps in their phonic knowledge and assessments will show progress against identified areas.</p> <p>Whole school reading data will demonstrate improvement and progress in word reading and fluency objectives.</p> <p>Statutory data for EYFS will show progress in word reading, bringing this closer to national average.</p> <p>End of KS2 outcomes more than 60% of disadvantaged pupils will achieve EXS in reading by 2027.</p>

To improve and sustain writing attainment for disadvantaged pupils from reception to Y6	<p>Teacher assessment shows that at least 60% of disadvantaged pupils are achieving the expected standard in writing.</p> <p>End of KS2 outcomes more than 60% of disadvantaged pupils will achieve EXS in reading by 2027.</p>
To improve and sustain maths attainment for disadvantaged pupils from reception to Y6	<p>Teacher assessment shows that at least 60% of disadvantaged pupils are achieving the expected standard in maths.</p> <p>End of KS2 outcomes more than 60% of disadvantaged pupils will achieve EXS in reading by 2027.</p>
To achieve and sustain improved outcomes for disadvantaged pupil at the end of Key Stage 2	<p>End of Key Stage 2 results show at least 60% of disadvantaged pupils will achieve the expected standard in individual core subjects.</p> <p>Attainment gap for disadvantaged and non-disadvantaged will decrease with a minimum of 40% of disadvantaged children achieving the expected standard in Reading, Writing and Maths combined (bringing it closer to national - 48%).</p>

## 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: £73,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Initiate</b> a robust and effective whole school approach to oracy in line with the oracy framework	There is strong evidence that a focus on oracy within the classroom can support children's progress in many areas of the curriculum. Evidence suggests that best practice integrates oral language into all subjects, not a subject in its own right.	2,3,4

	<a href="#">DfE Curriculum Review Final Report</a>  <a href="#">EEF: Maximising the impact of oral language approaches</a>  <a href="#">EEF: Oral Language Interventions</a>	
<b>Embed</b> a rich curriculum focused on communication and language in EYFS	<p>Evidence shows that early childhood language development is crucial for cognitive and social-emotional growth, academic success, and building a child's sense of self.</p> <p><a href="#">DfE: Help for Early Years Providers</a></p> <p><a href="#">EEF: Communication and Language</a></p>	2
<b>Embed</b> teacher's knowledge of high-quality teaching and learning strategies <ul style="list-style-type: none"> <li>- Bespoke CPD programme developed by senior leaders</li> <li>- Coaching model</li> </ul>	<p>There is a large amount of evidence supporting the cognitive load theory and how reducing this can have a positive impact on teaching and learning. Rosenshine's Principles have been heavily researched and evaluated, providing concrete evidence that these ideas have a positive impact on progress.</p> <p><a href="#">Renshine's Principles In Action – Tom Sherrington</a></p> <p><a href="#">EEF: Cognitive Science Approaches in the Classroom</a></p> <p><a href="#">EEF: Effective Professional Development</a></p>	2,3,4
<b>Initiate and embed</b> assessment for learning processes to ensure a diagnostic and evaluative approach is embedded	<p>Evidence suggests that effective formative assessment strategies enhance the progress of pupils, especially disadvantaged pupils e.g. through the use of feedback. Evidence also shows that improved monitoring processes enable more accurate targets and assessments to be made.</p> <p><a href="#">EEF: Teaching and Learning Toolkit</a></p> <p><a href="#">EEF: Embedding Formative Assessment</a></p>	3,4

<p><b>Enhance</b> the teaching and learning within core subjects, developing teacher subject knowledge and effective strategies</p>	<p>High quality teaching and learning strategies effectively impact on the attainment of all pupils and ensure accelerated progress is made.</p> <p><a href="#">EEF Guidance Reports</a></p> <p><a href="#">EEF: High Quality Teaching</a></p> <p><a href="#">DfE: Improving Educational Outcomes for Disadvantaged Children Report</a></p>	<p>4</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

**Budgeted cost: £55,150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embed</b> additional phonics lessons (Rapid Catch-Up) to target disadvantaged pupils</p>	<p>Securing phonic knowledge has a positive impact on children's reading accuracy and therefore enables greater access to many areas of the curriculum. There is ample evidence and research supporting the need for secure phonic knowledge in KS1.</p> <p><a href="#">EEF: Phonics Interventions</a></p> <p><a href="#">EEF: Teaching and Learning Toolkit – Phonics</a></p> <p><a href="#">Strong Foundations in the First Years of School</a></p>	<p>3</p>
<p><b>Initiate</b> booster sessions for disadvantaged Year 6 pupils who have been identified as having gaps in knowledge</p>	<p>Additional support to close additional gaps has a positive impact on overall outcomes.</p> <p><a href="#">EEF: Catch-Up Trials</a></p> <p><a href="#">DfE: Improving Educational Outcomes for Disadvantaged Children Report</a></p>	<p>4</p>
<p><b>Initiate and sustain</b> targeted interventions for Y4 children in preparation for the</p>	<p>Research supports the idea that fluency in times table knowledge frees up the working memory to allow for higher order mathematical thinking.</p>	<p>4</p>

Multiplication Tables Check	<a href="#">Education Hub: MTC</a>  <a href="#">EEF: Improving Maths in KS2 &amp; KS3 Guidance Report</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £79,948**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embed</b> the role of Mental Health and Wellbeing lead across the school	<p>Research and evidence demonstrates that children’s ability to access their learning is heavily influenced by their mental health and well-being.</p> <p><a href="#">Children’s Wellbeing in Schools</a></p>	1
<b>Sustain</b> provision for social and emotional support (E.g. My Happy Mind, PSHE curriculum, Lego Therapy, Play Therapy)	<p>Evidence demonstrates that children’s social and emotional development in primary school has lifelong impact on their emotional resilience and maturity.</p> <p><a href="#">EEF: Personal, Social and Emotional Development</a></p> <p><a href="#">LEGO-Based Therapy</a></p> <p><a href="#">My Happy Mind</a></p>	1
<b>Sustain</b> initiatives to meet children’s basic needs through Magic Breakfast Scheme & Nurture Lunch Provision to enable access to learning.	<p>Maslow’s hierarchy of needs evidences that children who have had a good breakfast, feel a sense of safety and belonging, and have had their basic needs met are more likely to be ‘ready to learn’.</p> <p><a href="#">EEF Improving Behaviour in Schools</a></p>	1,5
<b>Sustain</b> funding towards a full time Home School Link Worker to promote	<p>Good levels of school attendance are important for continuity of education and improved levels of attainment.</p>	5

attendance as well as outreach and support for families.	<a href="#">DfE Improving School Attendance</a> <a href="#">Attendance Toolkit</a> <a href="#">EEF: Supporting School Attendance</a>	
<b>Initiate and embed</b> the role of the new Service Club Lead to meet the needs of service children and their families	To promote a sense of belonging amongst members of our service community, ensuring that service children’s diverse voices are heard and they feel valued within the school. <a href="#">Thriving Lives Toolkit</a>  <a href="#">Service Premium- Best Practice Examples</a>	1

**Total budgeted cost: £208,248**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2024-2025 Review				
2025 Outcomes	Disadvantaged	GAP	Non-disadvantaged	GAP 2024 Outcomes (↑↓ difference)
<b>GLD</b>	48%	-32%	80%	↓ -17.8%
<b>Year 1 Phonics</b>	65%	+4%	61%	↓ -16%
<b>KS2 Reading</b>	50%	-20%	70%	↓ -33.3%
<b>KS2 GPS</b>	40%	-40%	80%	↓ -39.2%
<b>KS2 Writing (TA)</b>	47%	-33%	80%	↓ -15.8%
<b>KS2 Maths</b>	37%	-38%	75%	↓ -25.8%
<b>RWM Combined</b>	30%	-30%	60%	↓ -28.3%
<b>Y4 MTC (% scoring 25/25)</b>	13%	-17%	30%	↓ -16.4%

In EYFS, the overall gap between disadvantaged and non-disadvantaged in achieving GLD has widened this academic year. Personal, social and emotional development (-26%) literacy (word reading -22% and writing -23%) and mathematics (-27%) have the largest gap. Though there is still a gap between disadvantaged and non-disadvantaged, this gap is less evident for Communication and Language (-11%), Physical Development (-7.5%), Understanding the World (-11%) and Expressive Arts and Design (-11%).

In phonics, those who are disadvantaged have achieved better than those who are non-disadvantaged with 4% more disadvantaged children passing their phonics screening check. However, compared with previous years, the % of children passing the phonics screening check has decreased (-16% from previous academic year). The gap between national and the school has increased for both disadvantaged and non-disadvantaged pupils. Internal data shows that rapid catch up for those identified have

had an impact and this focused targeted intervention will be vital in the next academic year to improve attainment for disadvantaged children.

The number of children achieving the expected standard at the end of KS2 were less than the previous 2 years and the gap between disadvantaged and non-disadvantaged remained high. This cohort had significant number of children who were also SEN (39% of PP children in this cohort also received SEN support or had an EHCP). Although there is still a gap with the attainment of disadvantaged pupils, the school's gap to non-disadvantaged pupils nationally has improved from the starting point in 2021-2022. However, in previous two years the gap has reduced and this year the gap has increased again (-35.6% in 2021-22 to -15.7% in 2022-23, +17% in 2023-2024 and now -28.3%).

The % of disadvantaged children achieving reading, writing and maths has decreased by 20% and this % has fluctuated over the past 3 years between 30% and 50% (30% in 2021-22 to 50% in 2022-23, 50% in 2023-2024 and 30% in 2024-2025).

Outcomes are significantly below national and local authority attainment levels.

Estab. No.	School	Cohort	RWM*			READING			WRITING TA			MATHS			GPS			
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS SS	<Exp	≥Exp	High	SS	<Exp	≥Exp	High	
-	<b>NCER National</b>	631,670	62.4%	8.4%	105.6	23.9%	75.4%	33.5%	72.5%	12.8%	104.7	25.0%	74.3%	26.3%	105.4	26.4%	72.9%	29.6%
	Disadvantaged	199,040	47.7%	3.6%	103.0	35.4%	63.6%	21.5%	59.6%	6.6%	101.8	38.1%	60.8%	15.2%	102.7	38.8%	60.1%	18.7%
	Non Disadvantaged	413,080	69.3%	10.6%	106.7	18.6%	80.9%	39.0%	78.4%	15.7%	106.0	19.0%	80.5%	31.5%	106.6	20.7%	78.8%	34.7%
	Unknown	19,560	68.9%	10.6%	106.6	18.8%	80.7%	38.5%	78.7%	15.5%	105.7	19.7%	79.8%	30.1%	106.3	21.0%	78.5%	33.1%
-	<b>LA</b>	15,344	62.7%	8.6%	105.6	23.6%	75.7%	33.9%	73.6%	14.1%	104.5	25.3%	74.1%	24.8%	104.8	27.8%	71.4%	26.6%
	Disadvantaged	3,833	42.9%	2.6%	102.3	38.1%	60.3%	18.0%	55.6%	5.3%	100.9	41.8%	56.5%	11.7%	101.2	44.8%	53.3%	13.3%
	Non Disadvantaged	11,511	69.2%	10.6%	106.6	18.8%	80.9%	39.3%	79.6%	17.0%	105.6	19.7%	80.0%	29.2%	105.9	22.2%	77.4%	31.1%
2627	<b>Brockhurst Primary School</b>	50	42.0%	4.0%	100.8	40.0%	58.0%	16.0%	60.0%	8.0%	99.2	46.0%	52.0%	6.0%	101.8	42.0%	56.0%	18.0%
	Disadvantaged	24	25.0%	0.0%	98.6	45.8%	50.0%	8.3%	45.8%	0.0%	96.5	62.5%	33.3%	4.2%	99.0	58.3%	37.5%	4.2%
	Non Disadvantaged	26	57.7%	7.7%	102.8	34.6%	65.4%	23.1%	73.1%	15.4%	101.6	30.8%	69.2%	7.7%	104.3	26.9%	73.1%	30.8%

**Improved access for disadvantaged pupils, and participation in, to enrichment activities.**

The introduction of teacher-led clubs both during and after school have provided opportunity for disadvantaged pupils to access extra-curricular activities 34% of disadvantaged pupils attending after school clubs. Trips have been subsidised through use of bursaries and grants applied for by the school. For example, Y5/6 children attended the Tower of London with free entry to the attraction and a travel grant of £300 was successfully applied for and granted, making the trip more affordable for disadvantaged children. Initiatives such as Dance Live have enabled disadvantaged children to have a wealth of new experiences with approximately 1/3 of Dance live participants being disadvantaged.

**Improved whole school understanding of the impact of developmental trauma and approaches to support children to develop appropriate problem-solving skills/strategies.**

Staff turnover in recent years has impacted on the levels of understanding amongst staff regarding trauma and approaches to support children.

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*