

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 academic year, 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 (2025/26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brockhampton Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	24 - 12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Darren Davies (Headteacher)
Pupil premium lead	Darren Davies (Headteacher)
Governor / Trustee lead	Sally Mulcahy (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34030

Part A: Pupil premium strategy plan

Statement of intent

At Brockhampton, we believe every child matters and deserves the best possible start in life. Our aim is that all pupils, regardless of background, have the opportunity to learn, grow and thrive. We are committed to ensuring disadvantaged pupils:

- feel safe, happy and ready to learn
- engage positively across the full curriculum
- develop confidence, resilience and self-esteem
- access enriching experiences to explore interests and passions
- play a full part in school life
- achieve at least national expectations in attainment and progress by the end of each key stage
- are well prepared for the next stage of their education

We prioritise attendance, wellbeing and mental health, recognising their importance for learning and achievement. Through a graduated and personalised approach, we provide high-quality teaching, targeted support and therapeutic interventions to remove barriers and enable success. High expectations and strong professional development underpin our strategy, ensuring consistently effective teaching. Our approach also builds on the learning and targeted support put in place to address gaps caused by COVID-19, focusing on those most vulnerable to underachievement.

Challenges

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

Challenge number	Detail of challenge
1	High proportion (37%) of disadvantaged children are identified as highly vulnerable to underachievement as a result of additional potential barriers to learning: SEND, Persistent Absence, ACES (safeguarding and welfare issues)
2	2024/25 attendance report indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. 23% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' academic and social/emotional development
3	Assessments and observations in Early Years suggest disadvantaged children generally have greater difficulties with speech, language and communication skills than their non-disadvantaged peers. This subsequently negatively impacts on attainment and progress in phonics,

	vocabulary development, early reading/, KS1 outcomes and ability to access KS2 curriculum
4	Assessments, observations, and discussions indicate disadvantaged pupils generally achieve less well in reading, writing and math's than their peers, by the end of EYFS and KS1, and at GDS throughout the school
5	Analysis of extra-curricular activities/peripatetic music teaching/residential trips/visits, suggest fewer disadvantaged children access enrichment activities and provision than their non-disadvantaged peers

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
Sustain improved attendance for disadvantaged children	Overall attendance for disadvantaged children to meet school target of 96% 2025/26 % of disadvantaged children PA to close the gap with non-disadvantaged PA
Achieve and sustain improved social and emotional development, skills and well-being for pupils in school for disadvantaged children.	Progress is evident between Thrive Online assessments made at the start and end of the academic year. Pupil voice, teaching and learning reviews and incidents of behaviour evidence disadvantaged children engaging positively in school life and the opportunities offered to them
Improved outcomes in speech, language and communication skills by end of Nursery and Reception	By the end of Nursery and Reception, children will demonstrate improved outcomes in speech, language and communication, with at least 80% of children achieving age-related expectations (or above) in Communication and Language strands of the EYFS framework.
Improved outcomes in reading, writing and maths at end of KS1	% at ARE in reading, writing and maths at least in line with non-disadvantaged peers and national levels Any children not at ARE to have made better than expected progress across KS1 - gap is closing

Increased proportion of disadvantaged children accessing extra-curricular clubs and enrichment opportunities	An increased proportion of disadvantaged children are accessing and actively participating in extra-curricular clubs and enrichment opportunities. As a result, disadvantaged pupils demonstrate improved confidence, social interaction, and engagement in school life. Participation rates are more in line with those of their peers, and pupil voice evidences a stronger sense of belonging and enjoyment in wider school experiences.
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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: £6453.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to Thrive will ensure all teachers and teaching assistants are able to relate, engage and support pupils through the consistent and nurturing approach.	There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. This is supported by research carried out by the EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Strengthen teachers' ability to deliver effective adaptive teaching so that all pupils, including those with SEND and disadvantaged pupils, can access the full curriculum and make strong progress.	There is extensive evidence associated with adaptive teaching - improving academic outcomes. This is supported by research carried out by the EEF: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	3 4
Strengthen the quality of teaching and learning across the	There is extensive evidence that providing a coaching and/or mentoring model of professional development can significantly	3 4

school by providing subject leaders with dedicated release time to monitor, support, and develop teaching within their curriculum areas.	improve teaching and learning and outcomes for children. This is supported by the EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24211.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants are given dedicated release time to deliver targeted support to disadvantaged pupils within their class, ensuring timely intervention and improved progress.	The EEF Toolbox entry "Teaching Assistant Interventions" reports progress when TAs are used to deliver <i>targeted</i> interventions. Importantly, this impact is <i>not</i> achieved simply by having TAs present in the classroom; the stronger effects come when the TAs deliver structured interventions (small group / one-to-one) with training and clear alignment with classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3 4
Trained RWI Teaching Assistants deliver focused interventions for pupils making below expected progress in phonics, enabling accelerated progress and	Research evidence, including findings from the Education Endowment Foundation, demonstrates that specific, targeted support and precision teaching can enable pupils who are falling behind to catch up and make expected levels of progress. Structured, focused interventions — delivered in small groups or one-to-one and closely aligned with classroom teaching — have been shown to accelerate learning and reduce attainment gaps, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3 4

confidence in early reading.		
Pupils in the bottom 20% for reading are a daily focus for all staff, supported through targeted strategies including the Reading Fluency Programme, to accelerate progress and develop confident, fluent readers	<p>Rigorous research from the EEF shows that specific, targeted support – particularly through structured interventions delivered one-to-one or in small groups for pupils who are behind – can enable children to catch up and reach expected levels of progress.</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p>	3 4
Enhanced release time for the Inclusion Lead to lead and support the delivery of high-quality first teaching and targeted interventions across the school, ensuring all pupils' needs are met effectively.	<p>Extensive research from the Education Endowment Foundation demonstrates that coaching and mentoring models of professional development can significantly enhance teaching quality, leading to improved learning outcomes and progress for pupils. The EEF highlights that structured, sustained professional development, where teachers receive feedback, observe practice, and apply new strategies with support, has a measurable positive impact on pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3 4
Thrive sessions will be delivered weekly to pupils identified through the Thrive Screening process, providing targeted	<p>Extensive research from the Education Endowment Foundation shows that supporting children's social and emotional development can lead to significant improvements in academic outcomes, behaviour, and relationships. Programs that explicitly develop self-regulation, social skills, and emotional well-being have been shown to enhance engagement, reduce behavioural difficulties, and support overall learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1

social, emotional, and mental health support to meet their individual needs.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding is available to support families in receipt of FSM for peripatetic music lessons, extracurricular clubs, and residential trips, ensuring all pupils have equitable access to these enrichment opportunities	<p>Research from the EEF shows that arts participation (music, drama, visual arts) can deliver progress in academic subjects when well-implemented. This means that ensuring pupils from disadvantaged backgrounds access high-quality enrichment opportunities — such as peripatetic music lessons, clubs and residential experiences — can form a key part of our strategy to raise attainment, engagement and equity.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://committees.parliament.uk/writtenevidence/118069/pdf/</p>	1 2 5
Breakfast Club and daily milk are available to all pupils, with full funding provided for children eligible for	Extensive research suggests that providing disadvantaged and vulnerable pupils with a free, nutritious breakfast supports a positive start to the day, improving concentration, wellbeing, and readiness to learn. Evidence from the Education Endowment Foundation shows that breakfast clubs can contribute to better attendance, punctuality, and engagement in learning, particularly for pupils from low-income backgrounds. The early club ensures children arrive on time and are prepared to engage fully with their lessons.	1 2 5

FSM to ensure equitable access and support for a healthy start to the day.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	
Ensure high levels of pupil attendance, reduce persistent absence, and improve engagement and outcomes for all pupils, particularly those who are disadvantaged or vulnerable.	<p>Effective leadership of attendance is a crucial element in promoting pupils' learning, wellbeing, and long-term outcomes. Strong attendance leadership ensures that all pupils, particularly those from disadvantaged or vulnerable backgrounds, are consistently in school and ready to learn. By monitoring attendance data, identifying patterns of absence, and intervening promptly, school leaders can address barriers to attendance and work closely with families to improve engagement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1 2 3 4 5

Total budgeted cost: £ 35, 516.38

Part B: Review of outcomes in the previous academic year (2024/25)

Assessment	Disadv children in cohort	% Disadv at ARE+		National
YR GLD	1/21	0%		69% (51% Disadvantaged)
Y1 Phonic Screening	3/22	2/3 66%		80% (66 % Disadvantaged)
Y2 Phonic re-take	3/23	2/3 66%		91%
Y2 KS1 Teacher Assessments	3/23	Reading	1/3 33%	71%
		Writing	1/3 33%	64%
		Maths	1/3 33%	73%
Y4 Multiplication check	3/27	2/3 66%		38%
Y6 KS2 SAT	6/19	Reading	4/6 67%	74%
		Writing	5/6 83%	72%
		Maths	5/6 83%	74%
		GPS	5/6 83%	73%
		RWM combined	4/6 67%	62% (47% Disadvantaged)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A