Pupil premium strategy statement – Brookdale 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	238 (including pre school) 209 (F2 to Year 6)
Proportion (%) of pupil premium eligible pupils	13.9% (including pre school) 15.8% (F2 to Year 6)
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)**	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher (Kate Ball)
Pupil premium lead	Headteacher (Kate Ball)
Governor / Trustee lead	CoG (Rachel Hudson)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,935
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£43,935**

Part A: Pupil premium strategy plan

Statement of intent

- At Brookdale Primary School, our intention is that every child—regardless of their background, starting point or the challenges they may face—makes strong progress and achieves well across all areas of the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils receive the right support to thrive, including those who are already high attainers.

- We also take full account of the needs of other vulnerable groups, including pupils known to social care and those with additional needs. The actions within this strategy reflect our commitment to meeting these needs effectively, whether or not pupils are eligible for Pupil Premium funding.

- High-quality teaching and inclusive practice are at the heart of our approach. Evidence shows this has the greatest impact on improving outcomes for disadvantaged pupils while also strengthening provision for all learners. Our expectation is that attainment and progress for non-disadvantaged pupils will be sustained and continue to improve alongside their disadvantaged peers.

- Our strategy is focused on robust diagnostic assessment and an understanding of pupils' individual barriers. The approaches we have chosen complement one another and are designed to help all pupils—particularly those who are disadvantaged—secure strong foundations in learning.

To ensure our strategy has maximum impact, we will:

- Ensure all pupils, including disadvantaged pupils, are challenged through high expectations and high-quality teaching.
- Identify need early and intervene in a timely and effective manner
- Take a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and maintain ambitious expectations for what every child can achieve.

Through these approaches, we aim to:

- Close the attainment gap between disadvantaged pupils and all pupils nationally.
- Ensure that every pupil achieves well across the curriculum, securing essential knowledge and skills that prepare them for the next stage of learning.

Success indicators will include:

- Improved attainment and progress for disadvantaged pupils across subjects, particularly in reading, writing and maths.
- An increased proportion of disadvantaged and non-disadvantaged pupils achieving age-related expectations and greater depth.

- Positive feedback from pupils, staff and families about the support provided—including targeted interventions, pastoral support and extra curricular opportunities.
- High levels of engagement in enrichment, wellbeing and wider curriculum opportunities.

The Senior Leadership Team, Governing Board and Trust Executive Team will review pupil progress regularly to evaluate the impact of the Pupil Premium strategy. Interventions and approaches will be adapted in response to ongoing assessment to ensure they remain effective. An annual evaluation will inform future planning and drive continuous improvement.

This strategy reflects our commitment to an inclusive and equitable education for all pupils. We are determined that every child at Brookdale has the opportunity to succeed, flourish and reach their full potential as part of our school family.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance for all pupils at Brookdale in 2024-25 was 95.9% and for disadvantaged it was 92.8%. Persistent absence figures for all pupils was 4.4% and for disadvantaged pupils it was 13.5%. The disadvantaged attendance and persistent absence rates close to that of disadvantaged pupils nationally however, our ambition is to ensure that all of our pupils are supported to maintain the highest levels of attendance and that attendance of disadvantaged pupils is in line with that of their non-disadvantaged peers at Brookdale. Notably there are a further 27% of disadvantaged pupils compared to 20% (all pupils) who are at risk of persistent absence, which we define as the 5-10% sessions missed.
2	42% of disadvantaged pupils have been identified as requiring speech and language support for either speech sounds or social communication. On entry into F2 in 2025 only 2/3 of disadvantaged pupils met the expected outcome in WellComm screening.

	RBA Narrative statements demonstrate that 1/3 disadvantaged pupils were unable to repeat any sentences accurately and the other 2/3 were only able to repeat some simple sentences accurately. Building Relationships is identified as one of the weakest ELGs in comparison to national averages, this is linked to social communication
3	Assessments and observations indicate that securing the fundamentals is a barrier to those who are disadvantaged meeting or exceeding the expected standard at the end of KS2. At the end of the academic year 2024-25, internal tracking data demonstrates that the following percentages of disadvantaged pupils are working below the expected standard for their year group: Reading – 33% Writing – 45% Maths – 41% 36% of the disadvantaged cohort are also on the SEND register with 15% having an EHCP This therefore requires considerable investment in keep up, catch up and small group intervention within quality first teaching
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. Teacher and parental referrals for SEMH support remain relatively high. 42% of our disadvantaged pupils currently require additional support with social and emotional needs and receive enhanced, specialised interventions through in house ELSA support, MHST and other external agencies.

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
Disadvantaged pupils will attend school as consistently as their non-disadvantaged peers, with the attendance gap significantly reduced and the proportion of disadvantaged pupils who are persistently absent or at risk of persistent absence falling year-on-year.	• Disadvantaged attendance rises and the gap with all pupils closes year-on-year. • Persistent absence for disadvantaged pupils reduces significantly toward whole-school levels. • The proportion of disadvantaged pupils at risk of persistent absence decreases to match or fall below all-pupil rates. • At-risk pupils are identified early and show improved attendance following targeted intervention. • Family engagement improves, with increased uptake of attendance support. • Attendance procedures are applied consistently across school. • Termly reports show a clear narrowing of attendance gaps.

Pupils with speech, language and communication needs - particularly disadvantaged pupils - are identified early, and high-quality, targeted support is prioritised so that gaps do not widen and pupils are able to catch up and keep up with their peers.	• Pupils with speech, language and communication needs—especially disadvantaged pupils—are identified quickly through consistent early screening (e.g. WellComm, RBA narrative tasks, Talk Boost Screening). • Disadvantaged pupils receive timely, targeted SaLT, or in-class interventions • The proportion of disadvantaged pupils meeting expected levels in early literacy increases year-on-year. • Classroom practice reflects consistent use of high-quality language-rich approaches (modelling, vocabulary teaching, interactions in provision) • Termly tracking shows disadvantaged pupils with SLCN increasingly in line with non-disadvantaged peers.
Disadvantaged pupils will secure the essential knowledge and fundamental skills needed in reading, writing and maths so they can keep up with learning and make accelerated progress towards age-related expectations.	• Increasing proportions of disadvantaged pupils meet or move closer to age-related expectations in reading, writing and maths each term. • Gaps between disadvantaged and non-disadvantaged pupils in securing key fundamentals reduce year-on-year. • Disadvantaged pupils receiving keep-up and catch-up support show accelerated progress on pre/post assessments • High-quality teaching consistently reflects the school's pedagogical principles, with strong scaffolding and explicit instruction supporting disadvantaged learners and those with SEND. • Small-group interventions (e.g., precision teaching, fluency, arithmetic, sentence-level work) are delivered consistently and monitored for impact.
Disadvantaged pupils with social, emotional and mental health needs are identified early and receive timely, high-quality support so that they feel safe, regulated and ready to learn.	• SEMH needs in disadvantaged pupils are identified early through consistent referrals, screening and pastoral monitoring. • Disadvantaged pupils receiving SEMH support (ELSA, MHST, external agencies) show improved regulation, resilience and engagement, evidenced through pupil voice, engagement and achievement. • Behaviour, wellbeing and safeguarding logs show a reduction in incidents for pupils receiving targeted SEMH support. • Termly reviews show that disadvantaged pupils with SEMH needs are increasingly able to engage positively in wider school life.

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: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing PiXL & iASEND diagnostic tools to support early identification of gaps and structured keep-up and catch-up provision. We will fund programme costs, staff training and release time.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF Strong Foundations in the First Years of School | OfSTED	2, 3
Creating two TLR roles focused on research and coaching to build internal expertise, provide sustained professional development for staff, and drive improvements in teaching that benefit all pupils, particularly those who are disadvantaged.	Evidence shows that building *in-school expertise* is one of the most effective ways to secure sustained improvements in teaching; dedicating TLR roles to research and coaching creates capacity for ongoing professional development, ensures that evidence-based practice is embedded consistently, and strengthens the quality of teaching across the school. The Great Teaching Toolkit | Cambridge Assessment International Effective Professional Development | EEF	2, 3
Implementing instructional coaching to strengthen high-quality teaching and ensure consistent use of evidence-based practice. We will fund training, coaching time and release for focused professional development.	Instructional coaching supports teachers to embed small, evidence-informed changes to practice through sustained modelling, practice and feedback, which the EEF identifies as an effective way to improve classroom instruction and pupil outcomes. Chartered College of Teaching | Instructional Coaching Effective Professional Development | EEF	3

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing sensory circuits to support pupils' regulation, attention and readiness to learn, drawing on evidence that structured sensory–motor activities can improve focus and engagement, particularly for pupils with additional needs. (£5,000)	NHS England – Sensory Processing Guidance recommends structured sensory-motor routines (similar to sensory circuits) to improve regulation and prepare pupils for learning, especially those with ASD or ADHD.	1, 2, 4
Fund weekly visits from private SaLT support to work closely with key pupils and teaching staff (£10,000)	Oral Language Intervention | EEF	2
Part-funding teaching assistants to deliver targeted, evidence-based interventions informed by diagnostic assessment (£25,000)	Deployment of Teaching Assistants | EEF Strong Foundations in the First Years of School | OfSTED	2, 3

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

Budgeted cost: £9,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Protected time for SMHL and HT to work with key families to create attendance action plans and find solutions to barriers (£500)	Working Together to Improve School Attendance | DfE	1, 4
Part fund 1 member of staff to provide targeted ELSA support across the school 5 afternoons a week	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood	1
Investing in Reflex Integration Therapy training for a staff member via Blue Skies Ahead so the school can offer in-		4

house sensory and developmental support, fostering better pupil regulation, participation and readiness for academic success. (£1,800)	Promoting children and young people's mental health and wellbeing | HM Government https://blueskiesahead.org.uk/reflex-integration/ https://thinkequal.org/about-us/our-story/research-and-evidence/ https://bluementalhealthsupport.co.uk/	
Implementing Think Equal to deliver structured social-emotional learning in Early Years, supporting emotional regulation, empathy, inclusion and positive relationships from the start of school. (£1000)		2, 4
Funding enrichment opportunities, including residentials and school visits, to remove financial barriers for disadvantaged pupils and ensure equitable access to experiences that build cultural capital, confidence and engagement. (£5000)		1, 4
Using Blue Mental Health staff training as part of a whole-school approach to wellbeing so that staff are better able to support pupils' emotional and mental-health needs — thereby improving attendance, behaviour, engagement and academic outcomes. (£750)		1, 4

Total budgeted cost: £ 67,050 (this is £23,115 more than our allocation which will be taken from the main school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Data (including disadvantaged and non-disadvantaged)

KS2 SATs 2025	School (all pupils)	National
Reading	81% and 47% GDS	75%
Writing	84% and 9% GDS	72%
Maths	78% and 25% GDS	74%
GPS	78% and 25% GDS	73%
Combined	69% and 9% GDS	62%

Phonics Screening 2025	School (all pupils)	National
Year 1	90%	80%
By the end of Year 2	93%	89%

Year 4 MTC 2025	School (all pupils)	National
Average Score	21.9	21

GLD (EYFS)	School (all pupils)	National
% achieving GLD	67%	68%

Disadvantaged Data

KS2 SATs 2025	School (disadvantaged only)	National (disadvantaged only)
Reading	83% and 38% GDS	63%
Writing	83% and 13% GDS	59%
Maths	67% and 13% GDS	61%
GPS	83% and 25% GDS	60%
Combined	67% and 13% GDS	47%

Phonics Screening 2025	School (disadvantaged only)	National (all pupils)
Year 1	100%	80%
By the end of Year 2	100%	89%

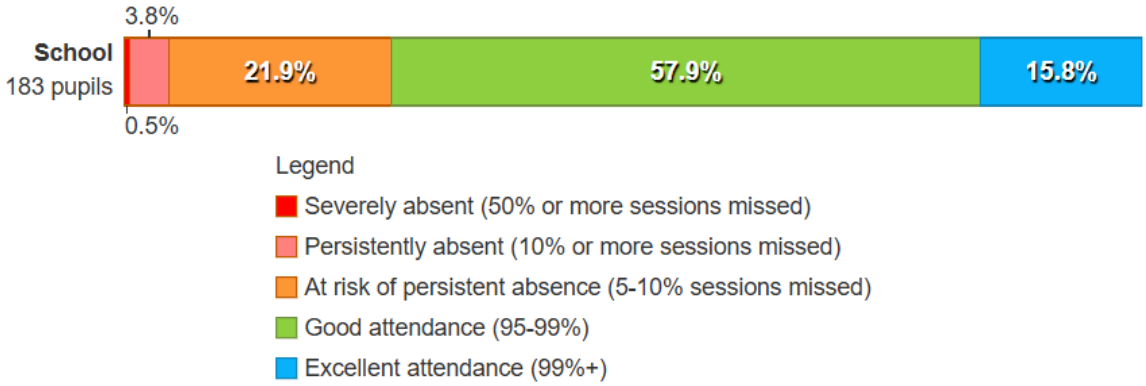
Year 4 MTC 2025	School (disadvantaged only)	National (disadvantaged only)
Average Score	19.9	21

GLD (EYFS)	School (disadvantaged only)	National (disadvantaged only)
% achieving GLD	100%	68%

Attendance Data for 2024-25

Attendance percentage for all pupils

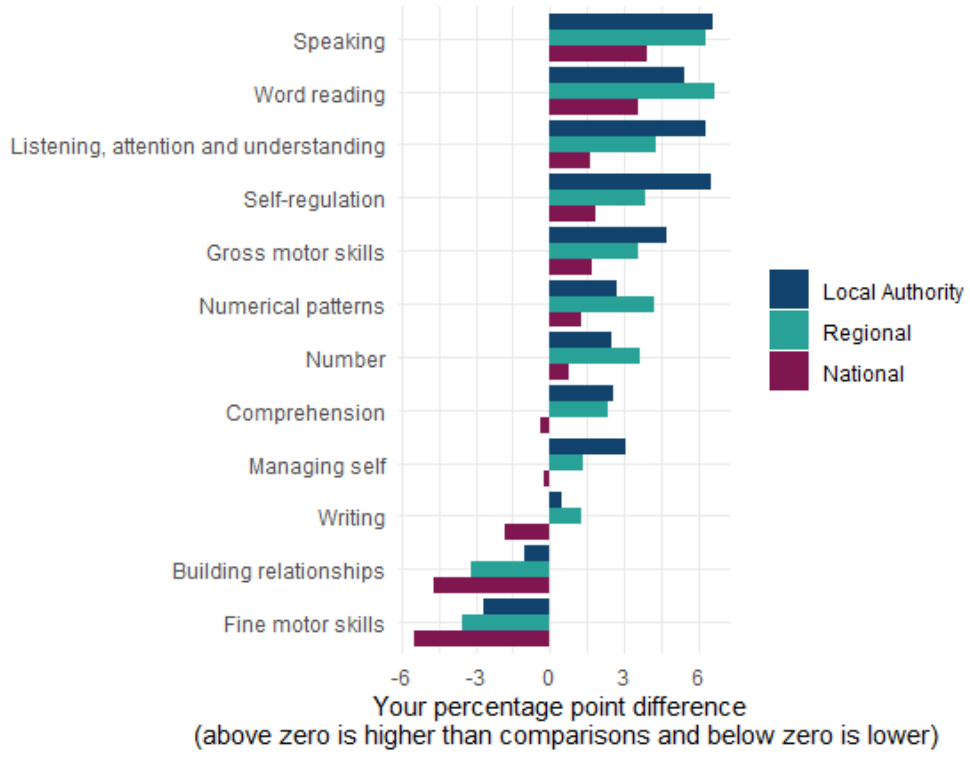
School	95.9%
National	94.8%
Local Authority	94.3%



Attendance percentage for disadvantaged pupils

School	92.8%
National	94.8%
Local Authority	94.3%

Information from Compare GLD Data Document



Weakest ELGs are:

- **Writing**: -1.8ppt difference when compared to national averages.
- **Building relationships**: -4.7ppt difference when compared to national averages.
- **Fine motor skills**: -5.5ppt difference when compared to national averages.

Wellbeing Support

42% of PP pupils accessed ELSA or other wellbeing support in the academic year 2024-25

SaLT Support / Therapy

42% of PP pupils accessed SaLT support in the academic year 2024-25

It is recognised that whilst only 15% of our pupils are classed as disadvantaged, it can be assumed that a significant number of the remainder of the cohort can be considered vulnerable in terms of wider indicators such as mental health needs, SEND, bereavement of a parent and therefore it is important that our strategy targets all pupils to make progress from their starting points.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The achievement data demonstrates that our disadvantaged pupils achieve broadly in line with their non-disadvantaged peers as part of the Brookdale cohort and achieve more highly than their disadvantaged peers nationally.

The attendance data demonstrates that our disadvantaged pupils do not attend as frequently as their non-disadvantaged peers within the Brookdale cohort, nor as well as their disadvantaged peers nationally. Whilst this is improved from the time when the challenge was identified, the gap remains significant. For this reason, it will be important for attendance of our disadvantaged pupils to be a focus in our plan for this academic year.

Our evaluation of the approaches delivered last academic year indicates that the SaLT provision, wellbeing provision, additional targeted intervention, work on pedagogical approaches and practice and retrieval have been particularly effective.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we have met our intended outcomes for our PP Strategy (2022-23 to 2024-25)

This year concludes our previous strategy and our new plan will have a focus on addressing the attendance gap as well as continuing to strive for the best possible outcomes for all our pupils, irrespective of the challenges they face.

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
Speech and Language Therapy	Rebecca Pearson SALT Company
Mental Health Support	MHST
Teaching Walk Thrus	Hachette UK Distribution