

Pupil premium strategy statement – Park Brow 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	EYFS – 102 KS1&2 - 349
Proportion (%) of pupil premium eligible pupils	Whole School Count (Starfish-Year 6) - 451 Total Pupil Premium Eligible (Starfish-Year 6) (not including EYPP eligibility) – 217 pupils 48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028 (aims cover three years but we have provided funding overview for one)
Date this statement was published	Nov 2025
Date on which it will be reviewed	October 2026
Statement authorised by	J Connell
Pupil premium lead	P Holden
Governor / Trustee lead	A Truesdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,605
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£313,605

Statement of intent

Pupil Premium Strategy Intent 2025–2026

At Park Brow Primary School, we are committed to ensuring that every pupil, regardless of background or barriers, achieves their full potential. The Pupil Premium Grant is used strategically to maximise the progress and attainment of disadvantaged pupils, while also supporting the wider inclusion and wellbeing priorities of our school.

Our intent is that **all pupils—particularly those who are disadvantaged, have SEND, are known to social care, or are newly arrived with EAL—receive a high-quality, ambitious education that enables them to thrive academically, socially, and emotionally.** Building on the successes of previous years, our approach continues to reflect our school’s overarching vision of *“Inclusion for All”* and is fully aligned with our 2025–2026 School Improvement Priorities. These include strengthening writing and maths outcomes, improving KS1 performance, embedding inclusive attendance practices, enhancing EAL provision, and sustaining the rising trend in Early Years attainment.

We recognise that disadvantage takes many forms, and we work to remove barriers to learning through high-quality teaching, targeted academic intervention, pastoral care, and strong family partnerships. Our evidence-based strategy ensures that:

- **Quality-first teaching** remains the foundation of our approach, with staff empowered to adapt teaching to meet diverse learning needs.
- **Early and precise intervention** supports pupils who are at risk of falling behind, particularly in reading, writing, and maths.
- **Inclusive practice** ensures that Pupil Premium, EAL, SEND, and children known to social care benefit from cohesive and joined-up support.
- **Attendance and wellbeing** are prioritised, recognising their fundamental role in improving engagement and progress.
- **Assessment and tracking systems (SONAR)** are used to monitor progress effectively, identify gaps swiftly, and refine provision responsively.
- **Strong leadership and accountability** across all phases ensure that every member of staff plays an active role in the success of disadvantaged pupils.

Through these actions, we aim to ensure that:

1. **Narrow the Attainment Gap**
Strengthen adaptive teaching in all subjects, particularly in maths and writing.
Continue to use Sonar data to identify underperforming groups early and track the impact of interventions.
2. **Develop Maths Outcomes for PP Pupils**
Embed daily fluency opportunities.
Extend mathematics teaching and exposure to maths across the wider curriculum.
3. **Target SPaG outcomes for PP Pupils**
Provide daily SPaG sessions.
Develop opportunities for sentence accuracy and improvement work.
4. **Enhance Early Intervention**
Build on the strong EYFS outcomes by maintaining early identification of gaps in literacy and numeracy.
Ensure continued parental engagement and home learning support for disadvantaged families.
5. **Evaluate and Refine Support Programmes**
Use PP funding impact analysis to prioritise interventions with the strongest evidence base (EEF guidance).
Review and strengthen the consistency of **feedback, marking, and pupil conferencing** for PP pupils.

Our Pupil Premium strategy is integral to the school’s wider improvement journey and reflects our collective belief that **equity, inclusion, and ambition for all** are the foundations of success at Park Brow Primary.

Disadvantaged must never define a child’s potential or limit their future success.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments in reception show that pupils from disadvantaged backgrounds have a lower starting point than their non-disadvantaged peers. Because of this, bespoke, targeted first hand teaching, and early intervention in maths and early reading are required.
2	Assessments, observations, and discussions with pupils suggest underdeveloped language skills, including gaps within spoken vocabulary among the disadvantaged cohort.
3	Pupil Premium cohort have larger gaps within their learning. In maths and writing, non-Pupil Premium pupils outperform Pupil Premium pupils by 10–22 percent. The gap is narrowest in reading and widest in mathematics, indicating where targeted academic interventions could have the greatest impact.
4	Attendance and punctuality of our Pupil Premium groups is low. Pupils often arrive late, or do not attend school.
5	<p>A significant proportion of pupils eligible for Pupil Premium funding are also identified as having Special Educational Needs and/or Disabilities (SEND). Pupil Premium eligible - 198. 64/198 are SEND. 32.3%.</p> <p>Total of SEND pupils - 87. 64/87 are PP. 73.5%</p> <p>This overlap means that many disadvantaged pupils face <i>multiple</i> and often <i>compounding</i> barriers to learning. As a result, progress can be slower without carefully coordinated intervention, consistent communication between staff, and tailored strategies that address both disadvantage and SEND-related needs. The dual-categorisation increases the complexity of meeting individual learning needs and can place greater demand on staff expertise, resources, and time.</p>

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 Outcomes	Success Criteria
<ul style="list-style-type: none"> Disadvantaged pupils develop stronger oral language and communication skills, leading to improved outcomes in reading and writing. 	<p>Assessments in communication and language (EYFS) and speaking/listening (KS1/KS2) show clear progress for disadvantaged pupils.</p> <p>Vocabulary instruction and oracy are embedded across the curriculum.</p> <ul style="list-style-type: none"> Staff use consistent strategies to model and develop rich language in all subjects. Designated WELLCOM practitioner in school facilitating interventions show positive impact for disadvantaged pupil. Pupil voice indicates improved confidence and fluency in spoken language. Writing and reading comprehension outcomes show an increase in the use and understanding of ambitious vocabulary. Oracy curriculum map identifies clear objectives and opportunities for oracy to be used within the classroom. Lesson observations show high-quality, consistent opportunities for pupils to speak and listen effectively.

<ul style="list-style-type: none"> Particularly in maths and writing, the attainment gap between pupil premium and non-pupil premium to narrow in school. 	<ul style="list-style-type: none"> Strengthen adaptive teaching in all subjects Continue to use Sonar data to identify underperforming groups early and track the impact of interventions. BSquared data to be used to identify individual needs and next steps. Track the impact of interventions using implementation guide Embed daily writing opportunities Embed cross-curricular writing opportunities. Maths fluency sessions are timetabled into the afternoon to ensure pupils are all present. Embed maths across wider curriculum areas. Staff CPD – support staff and teachers for fluency and for mastery maths. <p>Targeted academic interventions are planned and delivered to provide greatest impact.</p>
<ul style="list-style-type: none"> For all pupil eligible to be in receipt of Pupil premium funding. 	<ul style="list-style-type: none"> Parents/carers complete documentation for Pupil Premium funding. Pupil premium funding is put to use to support increasing outcomes and targeted support for individual pupils. Budget replicates full eligibility in receipt of.
<ul style="list-style-type: none"> Pupils with SEND and eligible for PP may require both targeted academic support and additional specialist support. Barriers to be identified for each individual pupil to ensure that appropriate support is given. 	<p>Individual barriers for each PP/SEND pupil are clearly identified and recorded through a consistent, whole-school framework (e.g., provision maps, pupil profiles, or individual support plans).</p> <p>Targeted academic interventions are accurately matched to each pupil's specific needs, resulting in improved progress from individual starting points.</p> <p>Specialist SEND support is effectively coordinated with Pupil Premium provision so that pupils receive a joined-up, coherent package of support.</p> <p>PP/SEND pupils demonstrate improved engagement in learning, including increased participation, improved attendance, or reduced behavioural barriers.</p> <p>Gaps in attainment and progress between PP/SEND pupils and their non-PP peers narrow over time, taking into account individual SEND needs.</p>
To improve and sustain attendance for all pupils, particularly our disadvantaged pupils who are persistently absent.	<p>Attendance records show improvements in attendance and punctuality for disadvantaged pupils. Attendance gap between disadvantaged and non-disadvantaged narrows.</p> <p>Inclusive Attendance strategy is embedded across school.</p>
Children will experiences which allow them to build a sense of social agency and cultural capital.	Children will be able to share examples of their experiences and will feel empowered to make a contribution to society.

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) £22,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Source quality-assured CPD via Kirkby Collaborative to nurture the role of the subject champion/coordinator.</p> <p>Contribution to collab:</p>	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>As a school, we have ensured that the CPD sourced via Kirkby collaborative is compliant with the recommendations set out in this guidance report. When selecting CPD, there has been a clear focus on</p>	1, 2, 3, 5

	mechanisms, as recommended in the report. Practitioners are able to build knowledge cumulatively and revisit learning in future sessions. This impacts on cognitive load. Sessions are motivational and develop teaching techniques through instruction, social support, modelling and feedback. Colleagues are empowered to embed practice through prompting action planning, the provision of prompts and cues and the encouragement of monitoring	
Providing cover time to undertake NPQ for Maths Lead and English Lead. NPQM , NPQL	Professional development courses for teachers and leaders to develop skills, progress careers and improve school outcomes. National professional qualification (NPQ) courses - GOV.UK	1, 2,3
Purchase of standardized diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. NFER -	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1,2,3,5
SUPERSONIC PHONIC FRIENDS Purchase of DfE approved programme to secure stronger phonics teaching for all pupils. Re-allocation of reading book bands inline with phonic scheme. Provide Supersonic Phonics CPD to new or returning staff. Provide CPD/support to Parents to ensure they are familiar with Phonics Scheme and are able to support their pupils at home. SuperSonicPhonicsFriends - CPD for SuperSonics:	Choosing a phonics teaching programme - GOV.UK 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: Phonics EEF Super Sonic Phonics is our chosen DfE validated scheme. All staff have received training and this is being implemented across the school. Home - Supersonic Phonic Friends	1,2,3,5
Improve foundational knowledge of maths and SPaG for KS2 pupils. Maths.co.uk SPAG.co.uk Intervention	Maths.co.uk SPAG.co.uk Provide online assessments including termly KS1 and KS2 standardised tests with instant marking, detailed gap analysis and trust reports to inform teacher planning.	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. CPd & resources to support oracy through the curriculum to be accessed and purchased.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1,2,3,5
Improve mathematical knowledge and arithmetic (Mastering Number – EYFS – KS1)	Mastering Number at Reception and KS1 NCETM	1,2,3,5

Subject lead to access Maths Hub training CPD. £900	<p>The programme aligns with evidence from the EEF Early Years Toolkit (2021), which finds that early numeracy approaches can lead to seven months of additional progress. Mastering Number supports children through a learning trajectory in number sense, as highlighted in the EEF's systematic review of mathematics in the Early Years and Key Stage 1 (Hodgen et al., 2020). This is particularly relevant for addressing the attainment gap, as studies show that children from disadvantaged backgrounds often have weaker number skills (Elliott and Bachman, 2018).</p> <p>Mastering Number at Reception and KS1 - trial EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £106,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve rapid recall of addition, subtraction multiplication and division facts to speed up mental calculation and improve arithmetic. (TTRS / NumberSense)</p> <p>£324 Number Sense</p> <p>TTRS</p> <p>Century -</p> <p>CPD for TAs to support effective delivery of targeted interventions.</p> <p>General intervention support staff to carry out interventions to support foundation skills and narrowing the gap.</p>	<p>EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>This guidance report suggests that, in order to enable pupils to develop a rich network of mathematical knowledge, it is important to ensure that pupils develop fluent recall of facts. It goes on to discuss the importance of multiplicative reasoning. 'Multiplicative reasoning is the ability to understand and think about multiplication and division. It is an important skill which is required for tasks that involve ratios, rates and proportions and is often required in real-life contexts such as 'best-buy' problems.'</p> <p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20assistant</p>	2,3
<p>BSQAURED – assessment tracker for the outcomes at child level. EHCP intervention.</p> <p>BSquared</p> <p>CPD – Costings for cover and training:</p>	<p>Special Educational Needs and Disability (SEND) - B Squared</p> <p>Spotlight on SEND: Enhancing Progress, Monitoring and Tracking</p> <p>For SENCos and school leaders, effective progress tracking is a powerful tool for driving meaningful change. It provides a clear picture of how well support strategies are working and where adjustments may be needed. With reliable data at your fingertips, you can make confident, evidence-</p>	2,5

	based decisions that directly impact pupil outcomes. Regularly reviewing this information not only helps identify emerging needs early, but also supports strategic planning, resource allocation, and communication with staff and families. Most importantly, it ensures that every pupil with SEND is given the best possible chance to succeed—academically, socially, and emotionally.	
<p>EYFS / KS1 S&L intervention</p> <p>Provide intervention for SaLT to improve pupils' oracy and SALT development.</p> <p>WELLCOM</p> <p>WELLCOM staff member in roll to facilitate the intervention:</p> <p>Resources to support delivery of intervention:</p> <p>Chatty Therapy:</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Communication and language approaches EEF</p>	1,2
<p>Make insightful decisions regarding spending based upon individual pupils and their needs following assessment and pupil progress meetings.</p>	<p>Analysis of pupil progress and the</p>	

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

Total budgeted cost: £184,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead - To work alongside SLT to implement a reviewed attendance strategy and provide bespoke pastoral support for pupils and families.</p> <p>Attendance Lead Salary:</p> <p>Inclusive Attendance:</p> <p>Attendance awards (vouchers, biscuits, termly rewards)</p>	<p>An Inclusive Approach to Improving Attendance - Inclusive Attendance</p> <p>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,4
<p>Purchase of DESTY licence to support pupils through SEMH targeted intervention including delivery of: DESTY, ELSA, 1:1 bespoke intervention to support SEMH and wellbeing.</p> <p>ELSA therapist roll solely timetabled to delivered ELSA intervention</p> <p>DESTY</p> <p>ELSA</p> <p>SEMH</p>	<p>On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself.</p> <p>Mentoring EEF</p>	2,5

<p>To enrich our pupil's opportunities and experiences through visits and visitors linked to our wider curriculum and our curriculum drivers 'opportunities, possibilities and aspirations, diversity' Enhancing our after -school provision for PPG / FSM. Allocation of PP contributions:</p> <p>Allocation to support wider curriculum & educational visits at a reduced cost – workshops, visitors, aspirations, diversity.</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as EEF Blog: Why Arts Education Matters EEF).</p> <p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p> <p>We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life skills and enrichment EEF</p> <p>All pupils have access to Cultural Capital We understand that cultural capital contributes to future success and wellbeing and encompasses the whole child. We value that every pupil comes to school with their own unique experiences and knowledge that contributes to their cultural capital</p>	<p>2,3,4,5</p>
<p>Make insightful decisions regarding spending based upon individual pupils and their needs.</p> <p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar school to ours, we have identified a need to set a small amount of funding side to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5</p>
<p>Offer a wide range of musical extracurricular opportunities, free at the point of access, to PPG eligible pupils. This will level the playing field and promote equality of opportunity.</p>	<p>How playing an instrument benefits your brain - Anita Collins</p> <p>'Two decades of research has found that music education grows, hones and permanently improves neural networks like no other activity. When children learn to play an instrument, multiple areas of the brain process information in 'intricate, interrelated and astonishingly fast sequences', a phenomenon that is unique to this activity.'</p> <p>The impact of instrumental learning on attainment Music Mark</p> <p>'Young people playing a musical instrument enjoy greater progress and better academic outcomes than those who don't (study of 603 secondary age students, 115 of whom had learned an instrument)</p>	<p>2,5</p>
<p>Parental engagement opportunities, including coffee mornings and workshops.</p>	<p>Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and in everyday life. Schools and partners can play a vital role in supporting families to do this effectively and with confidence.</p> <p>(2018 National Improvement Framework, 2017, p14)</p> <p>Engaging parents and families</p>	<p>2</p>
<p>Early Help Lead roll within school provide bespoke pastoral support for individuals and families.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>4,5</p>

SENCO roll in place to support increasing number of SEND pupils and those with EHCP.	<p>Working alongside families from a holistic, strength-based approach when areas of support are first identified will stop escalation towards crisis and the need for more intensive and specialist intervention.</p> <p>Removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p>	
<p>Magic Breakfast</p> <p>Cost and breakfast resources:</p>	<p>EEF Magic Breakfast</p> <p>Providing students, a safe place to meet and interact with peers and staff. Enabling all students to have access to breakfast to start their day in a positive manner.</p>	4,5