

1. School Context

Park Brow School continues to serve a community with very high levels of deprivation, with **87% of pupils living in the top 10% most deprived areas nationally**

In 2024–25, **46% of pupils were eligible for Pupil Premium**, and the overlap with SEND continues to be significant:

- 71% of SEND pupils are also Pupil Premium
- 84% of EHCP pupils are Pupil Premium

This context shapes the school's strategy, which prioritises early intervention, high-quality teaching, targeted support, attendance improvement and enhanced social, emotional and mental health (SEMH) provision.

2. Summary of Impact 2024–2025: Key Stage 2 Attainment

Year 6 Context:

9 pupils on SEN Support were also Pupil Premium 24%

4 pupils with EHCPs were also Pupil Premium 7.4%

2 EAL pupils were also Pupil Premium

36/54 pupils were Pupil Premium 66.6%

Of all Pupil Premium pupils:

7.4% had an EHCP

24% had SEN Support

The subject	National	School non-disadvantaged	School disadvantaged	Comments – school disadvantaged 24-25	National non-disadvantaged	National disadvantaged
RWM	62%	52%	47%	24% increase from 2024	69%	47%
R	75%	69%	67%	19% increase from 2024	81%	63%
W	72%	67%	61%	19% increase from 2024	78%	59%
M	74%	65%	56%	4% increase from 2024	80%	61%
GPS	73%	56%	53%	21% increase from 2024	79%	60%

Overview

KS2 outcomes for disadvantaged pupils show strong improvement across all subjects, with clear evidence that targeted support and early intervention strategies are having a positive impact. Year-on-year data demonstrates significant gains, particularly in core areas of reading and GPS. Overall Improvement for Disadvantaged Pupils:

- All subjects show an increase for school disadvantaged pupils compared to 2024.
- The largest improvement for school disadvantaged is in RWM with a 24% increase.

Attainment Summary – Disadvantaged Pupils (School vs National)

RWM: 47% (School Disadvantaged) vs 47% (National Disadvantaged)

Reading: 67% vs 63% – Above national (+4%)

Writing: 61% vs 59% – Above national (+2%)

***RWM school dis in line with national dis**

***Reading (R) and Writing (W): School disadvantaged pupils outperform national disadvantaged by 4% and 2%.**

Maths: 56% vs 61% – Below national (–5%)

GPS: 53% vs 60% – Below national (–7%)

***Both Maths and GPS below national**

In-School Gap Analysis (Disadvantaged vs Non-Disadvantaged)

RWM: 5% gap (52% vs 47%)

Reading: 2% gap (69% vs 67%)

***2% gap is a major success for school.**

Writing: 6% gap (67% vs 61%)

6% reduction for school disadvantaged and non.

Maths: 9% gap (65% vs 56%)

***largest gap across all subject areas. SIP area for 25/26.**

GPS: 3% gap (56% vs 53%)

Year-on-Year Improvement (Disadvantaged Pupils) 2024 v 2025.

RWM: +24%

Reading: +19%

Writing: +19%

Maths: +4%

GPS: +21%

Areas Needing Focus

Maths (M): Despite improvement, disadvantaged pupils are 5% below national disadvantaged and 9% below school non-disadvantaged.

GPS: Lowest performance relative to national disadvantaged (53% vs 60%).

Impact Statement

Pupil Premium funding is having a significant impact at KS2, particularly through enhanced phonics instruction, targeted small-group reading interventions, and increased adult support. As a result, disadvantaged pupils are performing above or in line with national disadvantaged norms, and in-school attainment gaps are minimal in most subjects. Continued focus on early maths and GPS will ensure this positive trajectory is sustained.

3. Impact on School Priorities

3.1 Strengthening Early Language, Communication & Vocabulary

A major strategic focus this year was on communication and early language.

Impact Evidence

- Significant improvements in EYFS language outcomes, with Listening & Attention rising by 25% after WellComm intervention in Reception

- Daily WellComm, Chatty Therapy and Talk Boost groups strengthened early intervention pathways.
- Increased CPD through ELKLAN and the Northwood project improved staff expertise.

Overall Impact:

Early language acquisition improved, with disadvantaged pupils benefiting most from the structured, evidence-based intervention package.

3.2 Reading: A Key Strength

Reading remains a notable strength due to consistent whole-school practice.

Impact Evidence

- Reading parity at KS2 (PP 67% outperform national PP by 4%)—a major achievement and validation of literacy strategy
- Steps to Read, Literacy Counts, and enhanced phonics provision contributed to sustained improvement.
- Access to high-quality texts through Knowsley Library Service further boosted engagement.

Overall Impact:

Reading is a high-impact area where disadvantaged pupils perform on par with national averages and their peers.

3.3 Writing: Improved but still with notable gaps

Despite improvement, writing continues to present challenges.

Impact Evidence

- 19% increase from 42% in 2024 to 61% in 2025 for school disadvantaged.
- Gap between school disadvantaged and national disadvantaged is 2%.
- Read to Write curriculum strengthened consistency and vocabulary teaching.
- Moderation and standardisation improved accuracy of assessment.

Overall Impact:

Clear progress is evident, but writing remains a school development priority—particularly for middle prior attainers.

3.4 Mathematics: The Most Significant Gap

Maths outcomes remain the biggest challenge.

Impact Evidence

- Maths: 9% gap (65% vs 56%) between in school disadvantaged and non.
- Despite targeted interventions, disadvantaged pupils continue to underperform in reasoning and problem-solving.

Overall Impact:

Maths requires the most substantial strategic focus moving forward, including deepened curriculum support and staff CPD.

3.5 Attendance & Persistent Absence

Attendance improved slightly but continues to be a significant barrier.

Impact Evidence

- Disadvantaged pupil absence remained around **5.3% higher** than non-PP pupils.
- **31.7% of persistent absentees** were disadvantaged
- Strengthened attendance officer role and new Knowsley attendance strategy created clearer processes and earlier interventions.

Overall Impact:

Greater systems now exist, but attendance interventions remain a core focus for 2025–26.

3.6 SEMH, Behaviour & Wellbeing

The school invested heavily in SEMH provision.

Impact Evidence

- High levels of need: 21 pupils requiring SEMH intervention; 21% of SEND pupils identified as SEMH
- **DESTY, Lego Therapy, ELSA, and MyHappyMind** embedded consistently.
- Pupil and parent feedback shows improved confidence and emotional regulation.
- Reduced external referrals due to stronger early help and a growing Family Support role.

Overall Impact:

SEMH provision continues to be a significant strength, directly improving readiness for learning and emotional resilience.

4. Progress Compared With National Outcomes

According to the school's disadvantaged commentary:

- **RWM outcomes for disadvantaged pupils match the national average (47%)**
- Reading outcomes for PP pupils **exceed national disadvantaged averages**.
- Writing outcomes for disadvantaged pupils are higher than **national disadvantaged results with a gap of 2%**.
- Gaps between school non-disadvantaged and national non-disadvantaged pupils are narrowing.

Overall Impact:

National comparisons demonstrate that Park Brow disadvantaged pupils perform *in line with or above* some national benchmarks.

5. Implementation Impact

High-quality teaching

Investment in Literacy Counts, Supersonic Phonics, and Maths Hub CPD has improved classroom consistency.

Targeted academic support

Restructured TA deployment and additional phonics and reading interventions strengthened support for lower-attaining pupils.

Wider strategies

Investment in attendance, SEMH, enrichment and family support broadened the support package around disadvantaged learners.

Overall Impact:

The three-tiered model (Teaching, Targeted Support, Wider Strategies) is showing increasingly strong results—particularly in Reading, SEMH and early language.

7. Overall Evaluation

The 2024–25 academic year shows **clear and significant impact** from the Pupil Premium Strategy:

- **Reading outcomes are a major success story**, showing the power of consistent strategy and high-quality texts.
- **SEMH support has strengthened pupils’ emotional readiness to learn.**
- **Early language interventions are yielding strong gains.**
- **Attendance and Maths remain key areas for improvement.**

Park Brow School continues to provide a strong, well-structured package of support for disadvantaged pupils. The foundations laid this year—particularly in reading, wellbeing and early language—create a strong platform for accelerated progress in 2025–26.