

Pupil premium strategy statement – Brookfield 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	144
Proportion (%) of pupil premium eligible pupils	63% (December 2025)
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 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nicola Walker
Pupil premium lead	Laura Wray
Governor / Trustee lead	Kaye Siddall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£170,795

Part A: Pupil premium strategy plan

Statement of intent

At Brookfield Primary School, we are committed to overcoming the significant challenges faced by our pupils, the majority of whom live in an area of high social and economic deprivation, with 63% currently eligible for Pupil Premium funding. Our school serves as a vital hub for the community, providing support through initiatives such as foodbanks and acting as a gateway to essential local services.

We recognise that our pupils encounter a range of barriers to achievement, including persistent issues with attendance, gaps in phonics and foundational curriculum skills (notably in number, reading, and writing across key stages), as well as social, emotional, and mental health (SEMH) needs and limited social mobility. Our staff share a collective belief that by prioritising the needs of our most vulnerable children, we create an environment where all pupils can thrive.

Intent

Our intent is to provide every child with enriching experiences—such as educational visits and residential—to broaden horizons and raise aspirations. We are equally committed to supporting parents and carers through Early Help Assessments, assistance with benefits and funding, provision of uniform, and referrals to parenting courses like Solihull. Through these actions, we aim to remove barriers to learning and ensure that every child has the opportunity to succeed, regardless of background.

Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing all attainment gaps between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving.

Achieving our objectives

The range of provision may include, but would not be limited to:

- Allocation of experienced teaching assistants in each class to support groups in overcoming gaps in learning
- 1:1 Support (where necessary)
- Extensive pastoral provision provided which includes: Nurture, Riding for Smiles, Meet and Greet, Drawing and Talking Therapy and ELSA
- Subsidise educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom
- To enable the children to learn to play a musical instrument (through the Derbyshire Music Partnership)
- Supporting children to have access to a nutritional breakfast
- Providing book bags to new starters

This list is not exhaustive and will change according to the needs and to support our socially disadvantaged pupils require.

Demography and School Context

In 2025 in England, 25.7% of pupils are eligible for free school meals. At Brookfield, 63% of our pupils are eligible for free school meals which is significantly higher than the national average.

The English Indices of Deprivation show that in terms of deprivation, of all schools in England, Brookfield Primary School is ranked 7,194 out of 32,844.

Challenges

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

Challenge number	Detail of challenge
<p>1 Attendance</p>	<p>Our attendance data from the previous academic year (2024-2025), shows that:</p> <p>‘Your school's Disadvantaged cohort of 105 enrolments have an Overall Absence of 9.4%.</p> <p>This is 5.2% higher than the national Non-Disadvantaged cohort at 4.2%.</p> <p>31.4% of your school's Disadvantaged cohort are persistently absent, 33 pupils out of 105.</p> <p>This is 23.0% higher than the national Non-Disadvantaged cohort at 8.4%.</p> <p>2.9% of your school's Disadvantaged cohort are severely persistently absent, 3 pupils out of 105.</p> <p>This is 2.3% higher than the national Non-Disadvantaged cohort at 0.6%.’</p> <p>A small number of our children access a part-time timetable which reflects in our attendance data.</p>
<p>2 Phonics</p>	<p>‘Year 1 Phonics Screening Check</p> <p>55.6% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 5 pupils out of 9.</p> <p>This is 27.7% lower than the national Non-Disadvantaged cohort at 83.3%.</p> <p>Year 2 Phonics Screening Check</p> <p>33.3% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 6.</p> <p>This is 20.5% lower than the national Non-Disadvantaged cohort at 53.8%.’</p>
<p>3 Attainment in Reading, Writing and Maths</p>	<p>‘KS2 End of KS2 Results (2024-2025)</p> <p>RWM Combined</p> <p>11.8% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 2 pupils out of 17.</p> <p>This is 57.8% lower than the national Non-Disadvantaged cohort at 69.6%.</p>

	<p style="text-align: center;">Reading Expected Standard</p> <p>23.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, 4 pupils out of 17.</p> <p>This is 57.7% lower than the national Non-Disadvantaged cohort at 81.2%.</p> <p style="text-align: center;">Writing Expected Standard</p> <p>17.6% of your school's Disadvantaged cohort achieved the expected standard in Writing, 3 pupils out of 17.</p> <p>This is 61.0% lower than the national Non-Disadvantaged cohort at 78.6%.</p> <p style="text-align: center;">Maths Expected Standard</p> <p>35.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, 6 pupils out of 17.</p> <p>This is 45.5% lower than the national Non-Disadvantaged cohort at 80.8%.'</p>
<p>4 SEMH</p>	<p>Assessments, observations and discussions with children and their families indicate that children enter our school with a variety of social and emotional needs requiring additional support. Statistically, a higher number of our disadvantaged pupils have Adverse Childhood Experiences (ACES) and we ensure we provide highly trained staff to support children in these circumstances. We have a significant number of families with social care involvement and an allocated social worker.</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.

Challenge being addressed	Intended outcome	Success criteria
<p>1 Attendance</p>	<p>Attendance data for children in receipt of Pupil Premium will be in line with national attendance data for non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A trained and skilled attendance lead in school follows up with attendance issues daily. • Attendance data for Pupil Premium eligible children is regularly monitored and acted upon. This takes place on a weekly and termly basis through internal and DFE data systems. • A reduced number of children are regularly late to school, being marked as L or U. • Paperwork and documentation is completed for families where children have taken unauthorised leave of absence. • A pro-active and personalised approach is implemented with the family support worker, ensuring attendance is brought back into line where targets have not been met. • ISAS involvement is initiated where this is considered beneficial for the families / children struggling with attendance. • Part-time timetables, where used, are reviewed regularly and collaboratively with parents / guardians to ensure attendance at school remains as high as possible whilst looking after the health, safety and wellbeing of the pupil.
<p>2 Phonics</p>	<p>Achieve data more in line with the National Average for the Year 1 phonics screening check.</p>	<p>KS1 Data from Phonics Screening Check (June 2026) will be 65% or above by 2025/26.</p>
<p>3 Attainment in Reading, Writing and Maths</p>	<p>Improved attainment across the curriculum for disadvantaged pupils, particularly at the end of KS2 so that it is</p>	<ul style="list-style-type: none"> • Children in receipt of Pupil Premium make expected or better progress from their baseline assessments, narrowing the gap between disadvantaged and non-disadvantaged pupils.

	line with national outcomes.	<ul style="list-style-type: none"> • Disadvantaged children’s attainment in Reading, Writing and Maths KS2 outcome data to be closer in line with national figures. • Children in receipt of Pupil Premium to perform closer in line with national averages for Year 4 Multiplication Tables Check.
4 SEMH	Children who require additional social, emotional and mental health support have access to trained pastoral support in school which improves the children’s ability to co-regulate and self-regulate.	<ul style="list-style-type: none"> • Children are supported in school with their social, emotional and mental health so they are able to focus and learn in school. • Children are supported to co-regulate and self-regulate in order to access their learning for the intended period of time. • Increased numbers of identified disadvantaged children accessing pastoral interventions, such as ELSA, Anger Gremlins, Drawing and Talking Therapy and Lego Therapy. • Children and families benefit from the work and expertise of a full-time Pastoral Manager, including access to our Early Help offer. <ul style="list-style-type: none"> • Pupil and parent voice indicates that the majority of disadvantaged families feel a strong sense of trust and have a positive relationship with the school. School investigates and initiates a broader range of strategies to ensure the engagement of disadvantaged parents. • Wrap around care provision will ensure our families are supported and therefore children are ready and able to learn.

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: £35,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Kapow schemes for foundation subjects	<p>The Kapow schemes offer a variety of benefits for schools, including:</p> <p>Full National Curriculum Coverage: They provide comprehensive lesson plans that align with the national curriculum, ensuring that teachers have the necessary resources to teach effectively.</p> <p>1</p> <p>Integrated CPD Support: The schemes include teacher CPD videos and guidance, helping to build subject knowledge and boost teacher confidence.</p> <p>2</p> <p>Teacher-Created Resources: The curriculum is created by experienced teachers, ensuring that it meets the unique needs of schools and is tailored to the teaching staff.</p> <p>1</p> <p>Support for Subject Leaders: The schemes offer guidance and support for subject leaders, making it easier for them to manage their curriculum effectively.</p> <p>1</p> <p>Engaging Learning Materials: They provide a range of engaging resources, including videos and interactive presentations, to enrich the learning experience for students.</p> <p>1</p> <p>These features make Kapow schemes a valuable resource for educators looking to enhance their teaching practices and support student learning.</p>	1, 3, 4

Allocated weekly subject leadership time	EEF report on Pupil Premium - case studies show that using Pupil Premium funding to support staff development has been effective in other settings.	3
Education Improvement Service Training in Maths, Writing, Reading, PSHE (150 x 9) as core, plus additional EIS Derbyshire training and follow on CPD as appropriate	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	3
Release for English lead to work alongside English Hub for Phonics Training and Analyse. Cover to disseminate training to staff through CPD, team teaching and peer coaching	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	2, 3
Release for Year 3 Teacher to attend 'Mastering Number in Year 3' from The Maths Hub	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings.	3
Release Maths Lead to attend Maths Hub, Teaching for Mastery Work Group and TRG's. Cover to disseminate training to staff through CPD, team teaching and peer coaching	EEF report on Pupil Premium - case studies show that using pupil premium funding to support staff development has been effective in other settings	3
Access to high quality, up-to-date and inclusive texts to support the delivery of Pathways to Write	Based on evidence of the impact of using high-quality texts from the EEF Improving Literacy in KS2 document, as well as evidence from the Centre for Literacy in Primary Education.	2,3
BUSS Model Intervention with EYFS and KS1 Pupils	The BUSS (Building Underdeveloped Sensorimotor Systems) model is a trauma-informed intervention designed to support pupils with underdeveloped sensory and regulatory systems following early adversity. While not directly evaluated by the Education Endowment Foundation (EEF), its approach aligns closely with EEF evidence on effective practice. EEF research indicates that targeted behaviour interventions (+3 months), social and emotional learning (+3 months), and structured small-group support (+4 months) can positively	1, 4

	impact outcomes for disadvantaged pupils. The BUSS model incorporates these principles by delivering structured, relationship-based sessions focused on improving regulation, engagement and readiness to learn.	
Training and implementation of Motional-Emotional Wellbeing and Health Online	Emotional wellbeing interventions are strongly supported by EEF evidence (SEL). They deliver both academic and pastoral benefits. They are particularly impactful for disadvantaged pupils.	1, 2, 3, 4

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

Budgeted cost: £44,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for phonics and spelling delivery	Systematic Synthetic Phonics Research, EEF report, Scarborough Reading Rope.	2, 3
Teaching Assistant support for phonics keep-up groups daily	Cognitive Load Theory, Retention and Recall theory, Rosenshine's principles, Making Best use of Teaching Assistants EEF Report.	2, 3
Times Tables Rock Stars (TTRS) online platform	The EEF's <i>Improving Mathematics in Key Stages 2 and 3</i> guidance highlights the importance of pupils developing fluent recall of mathematical facts as part of a connected understanding of mathematics. Evidence from cognitive science demonstrates that retrieval practice can significantly improve pupils' fluency in recalling multiplication facts, which in turn supports broader mathematical attainment by reducing cognitive load. Times Tables Rock Stars is used as a structured tool to provide regular opportunities for retrieval practice and to develop automaticity in multiplication facts. Its gamified design supports motivation and engagement, which are key barriers for disadvantaged pupils.	3
Flash Academy online intervention for those children who have English as an additional language (EAL)	EEF evidence suggests that the most effective strategies for disadvantaged pupils (including many EAL learners) are those that develop language and support access to the curriculum.	2,3

Number Stacks	<p>The EEF Toolkit indicates that small group tuition can lead to approximately +4 months additional progress, particularly when targeted using diagnostic assessment and delivered by trained staff.</p> <p>Number Stacks provides a structured, assessment-led programme delivered in short, frequent sessions, with a strong emphasis on manipulatives and conceptual understanding, in line with EEF guidance on effective maths teaching.</p>	3
Lexia	<p>The school uses Lexia Core5 as a targeted literacy intervention for pupils eligible for pupil premium who are below age-related expectations in reading. Evidence from an Education Endowment Foundation (EEF) randomised controlled trial found that pupils using Lexia made, on average, one additional month's progress in reading, with disadvantaged pupils making up to two additional months' progress compared to peers not receiving the intervention.</p>	2, 3
Accelerated Reader	<p>The EEF Toolkit states 'Reading comprehension approaches → +6 months average impact.' AR supports monitoring reading, quizzing for understanding and matching texts to reading level.</p>	2, 3

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

Budgeted cost: £80,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minibus Training	<p>Funding for minibus training will enable staff to provide a wider range of enrichment opportunities (e.g. educational visits, local cultural experiences) for disadvantaged pupils. This aligns with the EEF's guidance on using pupil premium funding to address "wider barriers" to learning by improving pupils' sense of belonging, motivation and engagement in school.</p> <p>While the EEF Teaching and Learning Toolkit indicates that outdoor and</p>	1, 4

	<p>enrichment-based approaches have limited direct evidence of impact on academic attainment, there is a broader evidence base suggesting positive effects on pupils' self-efficacy, motivation and teamwork. In our context, disadvantaged pupils have reduced access to out-of-school experiences. This investment will increase participation rates and support improved engagement, which we expect to contribute indirectly to improved attendance, behaviour and learning outcomes.</p>	
Forest School	<p>Forest School and outdoor learning approaches are informed by the Education Endowment Foundation's 'Outdoor Adventure Learning' strand. While the EEF notes that evidence for direct impact on academic attainment is currently limited, there is a broader evidence base indicating positive effects on pupils' self-efficacy, motivation, teamwork and engagement. These outcomes are particularly relevant for disadvantaged pupils, who may have fewer opportunities to develop confidence, resilience and cultural capital. Research into Forest School specifically highlights improvements in wellbeing, social skills and readiness to learn, which are recognised as key mediators of later attainment. Therefore, this approach is used to support pupils' wider development alongside high-quality teaching, in line with EEF guidance.</p>	1, 4
ELSA Supervision	<p>Maslow's Hierarchy of Needs theory, Russell and Mann research into ELSA practice, support from DCC ELSA supervision network, National Association for Pastoral Care in Education.</p>	1, 2, 3, 4
Riding for Smiles (weekly sessions)	<p>Horse riding is positioned as a targeted enrichment intervention aligned with EEF evidence on physical activity and outdoor learning. The EEF Teaching and Learning Toolkit shows that physical activity has a small positive impact on attainment (+2 months) alongside important benefits for wellbeing, attendance and engagement.</p>	1, 4
Drawing and Talking Therapy	<p>Targeted therapeutic interventions (e.g. drawing and talking approaches) are used to support pupils with identified social, emotional, and mental health</p>	1, 4

	<p>needs, particularly where verbal communication is a barrier. These approaches aim to develop emotional expression and self-awareness.</p> <p>This aligns with the Education Endowment Foundation (EEF) guidance on Social and Emotional Learning (SEL), which shows a positive impact of approximately +3 months additional progress, particularly for disadvantaged pupils.</p>	
Anger and Anxiety Gremlins	<p>Interventions such as “Anxiety/Anger Gremlins” are underpinned by Cognitive Behavioural Therapy (CBT) principles, supporting pupils to understand the relationship between thoughts, emotions and behaviours, and to develop self-regulation strategies. While the specific resource itself has limited standalone evidence, it aligns closely with the Education Endowment Foundation’s guidance on Social and Emotional Learning, which emphasises explicitly teaching emotional awareness and self-regulation strategies. EEF evidence indicates that SEL approaches can lead to approximately +3–4 months additional progress, alongside improvements in behaviour, emotional wellbeing and social relationships.</p>	1, 4
Breakfast Club Staffing/After School Club	<p>Maslow's Hierarchy of Needs theory, DFE evaluation of the impact of Breakfast clubs.</p>	1, 2, 3, 4
Pastoral Manager (full-time)	<p>The Education Endowment Foundation (EEF) highlights the importance of pupils having a strong, supportive relationship with a member of staff and the need for schools to “know and understand pupils and their influences” (EEF, Improving Behaviour in Schools). Evidence also suggests that targeted behaviour interventions and social and emotional learning approaches can lead to approximately +3 months’ additional progress. A full-time pastoral manager enables the school to deliver these evidence-informed approaches consistently by coordinating targeted support, strengthening relationships with disadvantaged pupils, and addressing barriers such as behaviour, attendance, and wellbeing. This role is therefore a key mechanism for implementing EEF-</p>	1, 4

	recommended strategies with fidelity and at scale.	
Book Bags for all incoming children, school uniform and PE kits for disadvantaged children as needed to support families.	<p>Providing all pupils with a free school book bag aims to reduce visible socioeconomic differences and support a shared school identity. Evidence from the Education Endowment Foundation highlights the importance of creating a culture of belonging where pupils feel included, safe and part of the school community, particularly for disadvantaged pupils. This contributes to improved engagement and attendance.</p> <p>In line with the EEF's guidance on addressing wider barriers to learning, this approach supports inclusion and removes potential stigma associated with lack of access to basic school resources.</p>	1, 4
Subsidise visits, residential, trips and visitors	<p>Subsidising educational visits, trips and residential experiences supports disadvantaged pupils by increasing access to high-quality enrichment opportunities that they are less likely to experience outside school. Evidence from the Education Endowment Foundation (EEF) indicates that participation in enrichment activities can lead to improvements in both attainment (approximately two months' additional progress) and non-cognitive outcomes such as teamwork and social responsibility. Arts participation and social and emotional learning approaches—both commonly developed through trips and residential—show an average impact of around three months' additional progress. While evidence for outdoor learning shows more variable academic gains, it demonstrates clear benefits in resilience, engagement and self-regulation, which underpin successful learning. The EEF emphasises that impact is maximised when these experiences are explicitly linked to curriculum learning and followed up in the classroom, and when barriers to access—such as financial cost—are removed.</p>	1, 2, 3, 4
Release time for Attendance Team Meetings	<p>The EEF's <i>Supporting School Attendance</i> guidance highlights that improving attendance requires structured, collaborative approaches and regular review of pupil-level data.</p>	1, 2, 3, 4

	<p>The guidance emphasises the importance of attendance teams engaging in consistent, structured processes to analyse patterns, diagnose barriers, and plan targeted responses. Allocating release time for attendance staff to meet enables this evidence-informed practice, supporting regular monitoring, shared ownership, and adaptive intervention planning to improve outcomes for disadvantaged pupils.</p>	
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Total budgeted cost: £170,795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes from the academic year 2024/2025:	
<p>1 Attendance</p>	<p>Our attendance data from the previous academic year (2024-2025), shows that:</p> <p style="text-align: center;">‘Your school's Disadvantaged cohort of 105 enrolments have an Overall Absence of 9.4%.</p> <p style="text-align: center;">This is 5.2% higher than the national Non-Disadvantaged cohort at 4.2%.</p> <p style="text-align: center;">31.4% of your school's Disadvantaged cohort are persistently absent, 33 pupils out of 105.</p> <p style="text-align: center;">This is 23.0% higher than the national Non-Disadvantaged cohort at 8.4%.</p> <p style="text-align: center;">2.9% of your school's Disadvantaged cohort are severely persistently absent, 3 pupils out of 105.</p> <p style="text-align: center;">This is 2.3% higher than the national Non-Disadvantaged cohort at 0.6%.’</p> <p>A small number of our children access a part-time timetable which reflects in our attendance data.</p>
<p>2 Phonics</p>	<p style="text-align: center;">‘Year 1 Phonics Screening Check</p> <p>55.6% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 5 pupils out of 9.</p> <p>This is 27.7% lower than the national Non-Disadvantaged cohort at 83.3%.</p> <p style="text-align: center;">Year 2 Phonics Screening Check</p> <p>33.3% of your school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 6.</p> <p>This is 20.5% lower than the national Non-Disadvantaged cohort at 53.8%.’</p>
<p>3 Attainment in Reading, Writing and Maths</p>	<p style="text-align: center;">‘KS2 End of KS2 Results (2024-2025) RWM Combined</p> <p>11.8% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 2 pupils out of 17.</p> <p>This is 57.8% lower than the national Non-Disadvantaged cohort at 69.6%.</p>

	<p style="text-align: center;">Reading Expected Standard</p> <p style="text-align: center;">23.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, 4 pupils out of 17.</p> <p style="text-align: center;">This is 57.7% lower than the national Non-Disadvantaged cohort at 81.2%.</p> <p style="text-align: center;">Writing Expected Standard</p> <p style="text-align: center;">17.6% of your school's Disadvantaged cohort achieved the expected standard in Writing, 3 pupils out of 17.</p> <p style="text-align: center;">This is 61.0% lower than the national Non-Disadvantaged cohort at 78.6%.</p> <p style="text-align: center;">Maths Expected Standard</p> <p style="text-align: center;">35.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, 6 pupils out of 17.</p> <p style="text-align: center;">This is 45.5% lower than the national Non-Disadvantaged cohort at 80.8%.</p>
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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
Lexia	Lexia Learning Systems 19 20 300 Baker Avenue, Suite 320 Concord, Massachusetts 01742 Lexia UK Ltd Level 8 Trinity Gate 32 West Street Gateshead NE8 1AD