

Pupil Premium Strategy 2024-25

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2024-25	Total Pupil Premium budget	£250,120	Date of most recent PP review	July 2024
Total number of pupils	422	Teaching and Learning	£37,158	Date for next internal review	July 2025
Number of pupils eligible	180	Targeted Academic Support	£125,060	Pupil Premium Lead	Thomas Moudiotis (DHT)
Proportion of pupils eligible for pupil premium (including nursery)	42.6%	Other Approaches	£87,542	Statement Authorised by	Susannah Bellingham (HT)
				Chair of Governors	Anthony Doudle

2. End of Key Stage 2 Attainment (2023-24)				
Academic Year 2023-24	<i>Pupils eligible for PP - BPPS</i>	<i>Pupils eligible for PP – National Average</i>	<i>Pupils NOT eligible for PP - BPPS</i>	<i>Pupils NOT eligible for PP – National Average</i>
% of pupils achieving the expected standard in reading, writing and maths combined at the end of KS2	83.3%	45%	67%	67%
% of pupils achieving the expected standard+ in reading at the end of KS2	88%	62%	68%	79%
% of pupils achieving the expected standard+ in writing at the end of KS2	88%	58%	68%	78%
% of pupils achieving the expected standard+ in maths at the end of KS2	92%	59%	73%	79%
% of pupils achieving the expected standard+ in SPAG at the end of KS2	96%	-	64%	-

Percentage % of pupils working at Age Related Expectations of Above in Summer 2024 (Teacher Assessment)

Year Group	Reading		Writing		Maths	
	PP	NON PP	PP	NON PP	PP	NON PP
Year 1	55.0%	83.3%	50.0%	89.2%	66.7%	89.6%
Year 2	65.2%	65.5%	39.1%	65.5%	50.0%	56.3%
Year 3	69%	73.7%	50.0%	63.2%	53.8%	72.2%
Year 4	60%	60.7%	66.7%	50.0%	36.4%	63.8%
Year 5	52.9%	55.6%	58.8%	61.1%	46.2%	66.7%
Year 6	83.3%	63.6%	83.3%	63.6%	76.5%	89.7%

3.Intent Statement – Pupil Premium Strategy Plan

Brunswick Park Primary School is committed to ensuring excellence for all pupils, regardless of their socioeconomic background. The school recognises the impact of the socio-economic disadvantage on its pupils and is steadfast in its ambition to support any pupil whose learning is affected. Brunswick Park Primary School intends to use any pupil premium funding to address gaps in learning and enrichment experiences for all eligible pupils but in particular those who are the most deprived.

These priorities include:

- addressing gaps in children’s mathematical understanding
- supporting children with gaps in their knowledge of phonics
- developing a love for reading in those who are not read to regularly
- ensuring good attendance and punctuality for disadvantaged pupils

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- supporting those whose wellbeing and physical health is most impacted

Our aim is to use pupil premium funding to raise and sustain higher attainment for disadvantaged pupils at Brunswick Park Primary School so that they attain at least in line with ARE, if not better, than their peers nationally in all areas of the curriculum and at both the expected and greater depth standards in reading, writing and maths. We will ensure that we have high aspirations for all disadvantaged pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs. At Brunswick Park, we put reading at the heart of our curriculum and believe that ensuring all pupils become confident readers through the rigorous and systematic teaching of phonics, fluency and comprehension is key to improving their life chances.

4. Challenges to future attainment for pupils eligible for Pupil Premium
In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

1	The majority of pupils eligible for pupil premium experience difficulties forming grammatically correct sentences. This is related to their speaking and writing skills. Reception Baseline data highlights low starting points in language development. The pupils face difficulties in applying the correct grammar and punctuation. As a result, the percentage of disadvantaged pupils achieving ARE+ at the end of KS1 is lower than non-disadvantaged pupils in the school (2023-24)
2	Pupils eligible for pupil premium have not developed their reading skills (e.g. word level decoding strategies and/or comprehension skills) as well as other pupils in the school or nationally. They do not read as widely or as fluently as pupils from non-disadvantaged backgrounds. Internal assessment information has also informed us that, in many year groups the most disadvantaged pupils have poorer comprehension strategies. As a result, the percentage of disadvantaged pupils reading at ARE or above is lower than other pupils in some year groups (refer to teacher assessment data on page 12, academic year 2023-24)
3	Schools have been widely affected by the response to Covid-19. Disadvantaged pupils are the ones that were affected the most due to digital poverty and lack of parental engagement with children's education. Maths outcomes appear to be more affected than other subjects at a national level. In some year groups, gaps in learning appear to have widen at BBPS during the period of response to Covid-19. As a result, the percentage of disadvantaged pupils working at ARE or above in maths is lower than other pupils in Years 1 and 2 (refer to teacher assessment data on page 12, academic year 2023-24)

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4	The majority of pupils eligible for pupil premium come from families of deprived socio-economic backgrounds. This has a negative impact on the pupils' personal well-being, which results in poor school performance. This is evident in Teacher Assessments which confirm that pupils arrive to Nursery and Reception with personal skills that are well below the age-related expectations. Our discussions with pupils and families have revealed that most disadvantaged pupils have fewer wider life experiences and cultural reference points. As a result of this, the academic and behavioural development of those pupils can be considerably slower than of other pupils in school.
5	Our attendance analysis shows that disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils.

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5. 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
<p style="text-align: center;">Improved speaking skills in EYFS</p> <ul style="list-style-type: none"> • Speaking English as an additional language is no barrier to children learning new and high-quality vocabulary; • Children with limited English or who are new to English are immersed in a language rich environment, learning new vocabulary and definitions of words they do not already know the meaning of; • Children in the EYFS use high quality vocabulary in their spoken and written work. This vocabulary is relevant to the topics they are learning about. Pupils across the school are well prepared for the next stage of their education. 	<ul style="list-style-type: none"> • Professional development opportunities offer staff support with the most effective strategies to include vocabulary and language activities within their lessons; • Senior and middle leaders evaluate the quality of education when monitoring lessons and through monitoring books, can further support staff with the use of vocabulary within their teaching; • Phase leaders spend quality time with their teams developing their practice and planning opportunities for children to learn new vocabulary; • Parents and families know the vocabulary the children are learning through information sent home.
<p style="text-align: center;">Low levels of phonic understanding addressed</p> <ul style="list-style-type: none"> • All KS1 pupils are given the support they need to achieve in reading and phonics; • In Year 2 at least 90% of children meet the threshold for the December PSC; • In Year 1, at least 90% of pupils meet the threshold score in the PSC June 2023. 	<ul style="list-style-type: none"> • On entry assessment identifies pupils with gaps in their knowledge of phonics; • Action is taken to address the gaps and intervention is timetabled immediately; • Children learning to read are well supported by parents and carers due to the support of school staff; • All children in KS1 are given differentiated support specific to their needs; • Percentage of disadvantaged pupils passing their PSC in June 2023 in line with non-disadvantaged pupils.
<p>Reading outcomes improved for disadvantaged pupils in identified year groups</p>	<ul style="list-style-type: none"> • Attainment gap between disadvantaged and non-disadvantaged pupils in Reading is closing in identified year groups (refer to data on reviewed strategy);

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<ul style="list-style-type: none"> • Reading interventions and additional sessions ensure all pupils have the opportunity to hear stories read to them and to enjoy a range of books; • Children at Brunswick Park have access to quality literature relevant to their reading levels and interests; • Children are challenged through quality lessons and focus on reading comprehension skills in reading lessons and through other activities. 	<ul style="list-style-type: none"> • Disadvantaged pupils are identified and support is put into place for them • A timetable of support is created to allow for interventions and additional sessions to take place; • Progress review meetings ensure teachers are focused on closing gaps for disadvantaged learners; • Frequent opportunities to share stories and discuss these are timetabled for all classes; • Quality literature is available in all classrooms; • Reading areas are enticing and encourage pupils to develop an interest in books; • Books are displayed in other areas of the school in an interesting and inviting way; • Phonics books matched to the children’s level are sent home weekly.
<p>Writing outcomes improved at the end of KS1/ identified year groups</p> <ul style="list-style-type: none"> • Children at Brunswick Park are challenged to produce cohesive pieces of writing based on high-quality texts; • Interventions and additional sessions ensure that pupils address gaps in their writing; • Embedded working walls enable pupils to scaffold their writing and produce work independently. 	<ul style="list-style-type: none"> • The writing attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils in KS1 and KS2; • A timetable of support is created to allow for interventions and additional sessions to take place; • Progress review meetings ensure teachers are focused on closing gaps for disadvantaged learners; • Writing is embedded throughout the curriculum and through.
<p>Maths outcomes improved at the end of KS1 and KS2</p> <ul style="list-style-type: none"> • Maths Mastery principles are embedded systematically throughout the school; • Interventions and additional sessions ensure that pupils’ gaps in subject knowledge are addressed over time; 	<ul style="list-style-type: none"> • Attainment gap between disadvantaged and non-disadvantaged pupils in Maths is closing at the end of KS1 and KS2 in June 2023 • A timetable of support is created to allow for interventions and additional sessions to take place

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<ul style="list-style-type: none"> • Embedded working walls enable pupils to scaffold their maths work and work with greater independency; • Pupils' learning of multiplication timetables is supported through the use of TT Rockstars and relevant parent workshops. 	<ul style="list-style-type: none"> • Progress review meetings ensure teachers are focused on closing gaps for disadvantaged learners • School led tutoring/boosters used to support identified pupils; • Parents and carers attend maths sessions related to children's learning in school.
<p style="text-align: center;">Cultural capital enrichment</p> <ul style="list-style-type: none"> • Incidences related to social and emotional issues are reduced for disadvantaged pupils. 	<ul style="list-style-type: none"> • Disadvantaged pupils are identified and additional support is provided through clubs and extracurricular activities based on barriers to learning; • Additional enrichment opportunities are created for those who have limited access to cultural experiences such as museums and galleries; • Trip and visits are carefully linked to the school's curriculum topics and support pupils to deepen their understanding of these areas and subjects; • Range of activities (clubs, artist in residence, partnership with the BPFA) used to the enrich the children's experiences in school and beyond.
<p style="text-align: center;">Attendance and punctuality improved</p> <ul style="list-style-type: none"> • Regardless of their socio-economic background, all children attend school regularly; • There are no gaps in attendance figures when comparing deprived children and their peers. 	<ul style="list-style-type: none"> • Pupils with poor attendance are identified through daily monitoring; • Meetings take place with parents to encourage attendance and to identify reasons for non-attendance; • Pupils with continual poor attendance are supported through the work of the attendance officer and from the local authority; • In case pupils cannot access school due to Covid-19, quality provision is continued through blended learning and regular support from the class teacher; • Pupils who are disadvantaged attend closer to the rate at which non-disadvantaged pupils are.



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6. 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.

6A Teaching and Learning (for example, CPD, recruitment and retention)

BUDGETED EXPENDITURE: £37,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the EEF guidance and model of adaptive teaching to support disadvantaged pupils	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)	1,2,3,4
CPD – using 2simple and White Rose Maths digital tools to improve pupil outcomes	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,2,3,4
CPD – training from SaLT therapist to staff on communication and language skills Speech and Language therapist employed one day a week to work with children and work with support staff to develop effective SaLT programmes	There is a very strong evidence base that high quality teaching for all has the most significant impact on raising achievement and closing the significant attainment gap. https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching	1,2
Phase and SLT to share expertise in relevant areas, ensuring high quality teaching for all in addition to a targeted pupil premium approach	There is a very strong evidence base that high quality teaching for all has the most significant impact on raising achievement and closing the significant attainment gap https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching	1,2,3



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<p>Continuing to ensure the teaching of phonics and early reading is excellent through investing in professional development, practice sessions and instructional coaching</p> <p>Providing family access to fully decodable books and e-books</p> <p>Supporting families to understand early reading strategies through workshops and side-by-side learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2</p>
<p>Continuing to develop the use of maths working walls, individualised instruction and targeted maths interventions to ensure all pupils have the opportunity to reason and make mathematical links within real life contexts</p> <p>Manipulative resources updated and used to support the CPA approach through maths interventions for disadvantaged pupils</p> <p>Subscriptions for White Rose Maths digital tools used to support children's mathematical understanding through targeted interventions for identified pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p>	<p>3</p>
<p>Providing bespoke training on developing a love of reading for all pupils, making sure that classrooms are environments that encourage children to read</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2</p>



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<p>CPD and Subscription on embedding the Little Wandle Letters and sounds scheme</p> <p>Little Wandle phonics books used to support pupils' reading skills at home</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Introduce and embed new schemes of work for PSHCE, Art and DT, History and Geograph, Science to ensure quality teaching that targets the educational disadvantage and the lack of experiences</p>	<p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4
<p>6B Targeted academic support (for example, tutoring, one-to-one support, small group interventions) BUDGETED EXPENDITURE: £125,060</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employed, qualified additional adult used to deliver small group interventions for disadvantaged children in reading, writing and maths across Years 1-6</p>	<p>Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas</p>	1,2
<p>Support Staff to run targeted support for:</p> <ul style="list-style-type: none"> - Early Language - Phonics - Reading - Early Number 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2



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'I can talk boost' delivered to pupils in EYFS and KS1 to support language development	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
One-to-one Little Wandle phonics tutoring (including KS2 children)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Precision teaching using White Rose Maths intervention tools (Both in individual and small group sessions)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-intervention	3
Employed a behavioural LSA to support small groups/individuals to regulate emotions and behaviour	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2
Additional adults in Year 6 to deliver targeted interventions for disadvantaged pupils,	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3
6C Other Approaches (for example, , related to attendance, behaviour, wellbeing, lack of experiences) BUDGETED EXPEDITURE: £87,542		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Free or subsidised breakfast and after school provision places for targeted pupils	https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4,5
Free or subsidised enrichment club places for targeted pupils	Arts participation EEF (educationendowmentfoundation.org.uk)	4

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<p>Additional cooking and gardening classes for identified pupils (links to writing outcomes)</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-partnering-with-the-rsa-on-cultural-learning?utm_source=/news/eef-partnering-with-the-rsa-on-culturallearning&utm_medium=search&utm_campaign=site_search&search_term=cultur</p>	
<p>Subsidised places on residential trips for targeted pupils</p>	<p>Pupil premium - GOV.UK (www.gov.uk)</p>	<p>4</p>
<p>Now Press Play resource used to enrich the children's learning experiences</p>	<p>There is considerable evidence suggesting that NPP can enrich the learning experiences of disadvantaged children through an audio immersive resources</p>	<p>4</p>
<p>The school's Art Strategy as identified on the school's development plan/Art and DT action plan</p>	<p>The school is aiming at enriching the pupils' experiences through a cohesive art strategy. This strategy includes and is not limited to: after school clubs, an artist in resident project, a visit to a gallery for each year group</p>	<p>4</p>
<p>Attendance office to work with vulnerable pupils, pupils with wider disadvantage and their families</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Implementing procedures from the guidance principles of good practice set out in the DfE's Improving School Attendance advice</p>	<p>5</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	

Review of the pupil premium strategy for 2022-23
Pupil premium strategy outcomes:
This details the impact that our pupil premium activity had on pupils in 2023-24

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact. Teacher assessment data showcases that disadvantaged pupils are performing broadly in line or better than non-disadvantaged pupils. This is shown clearly in the table below:

Percentage % of pupils working at Age Related Expectations of Above in Summer 2024

Year Group	Reading		Writing		Maths	
	PP	NON PP	PP	NON PP	PP	NON PP
Year 1	55.0%	83.3%	50.0%	89.2%	66.7%	89.6%
Year 2	65.2%	65.5%	39.1%	65.5%	50.0%	56.3%
Year 3	69%	73.7%	50.0%	63.2%	53.8%	72.2%
Year 4	60%	60.7%	66.7%	50.0%	36.4%	63.8%
Year 5	52.9%	55.6%	58.8%	61.1%	46.2%	66.7%
Year 6	83.3%	63.6%	83.3%	63.6%	76.5%	89.7%

At the end of 2023-24 considerable attainment gaps remain in Year 1, 2 and 3 writing for disadvantaged pupils. A gap remains in Reading in Year 1 and in Maths in Years 1 and 2. The table shows that attainment gaps have been narrowed over the course of the academic year, as a result of targeted interventions for identified pupils.

When comparing to the national average, PP children at Brunswick Park Primary School appear to work well above the national average attainment at the end of Year 6. Overall, the data shows that the school's strategy is effective as the overall attainment of PP children is in line or better than their peers.

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1. End of Key Stage 2 Attainment (2023-24)				
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% of pupils achieving the expected standard+ in SPAG at the end of KS2	96%	-	64%	-

Interventions and targeted support continued to be in place throughout the academic year, ensuring that disadvantaged children were well-supported. The attainment of disadvantaged pupils has been monitored closely through regular progress review meetings. In comparison with the National Average 2023-24, disadvantaged children at Brunswick Park are working well above their peers nationally.

Attendance continues to be a focus of our current plan. Although the overall attendance in 2023-24 was in line with the national average, at times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are similar to previous years.

To address gaps in learning, we provided catch-up tutoring with teachers and support staff tailored and targeted at children's needs in order to minimise the attainment gap. This has been well attended and allowed pupils extended access to the curriculum. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health presented a positive picture at Brunswick Park. This was also evidenced through pupil surveys. We used pupil premium funding to provide wellbeing support for disadvantaged pupils; targeted interventions have been in place where required.