



Pupil Premium Strategy 2025-26

1. Summary information					
School	Brunswick Park Primary School				
Academic Year	2025-26	Total Pupil Premium budget	£293,510.00	Date of most recent PP review	July 2025
Total number of pupils	408	Teaching and Learning	£44,026.50	Date for next internal review	July 2026
Number of pupils eligible	171	Targeted Academic Support	£176,106	Pupil Premium Lead	Thomas Moudiotis (DHT)
Proportion of pupils eligible for pupil premium (including	41.9%	Other Approaches	£73,377.50	Statement Authorised by	Susannah Bellingham (HT)
				Chair of Governors	Anthony Doudle

Key Stage 2 SATs Results and Year 6 Writing Teacher Assessment – DISADVANTAGED Pupils (PP)

In 2025, there were 38 Disadvantaged pupils (68%), including 5 pupils with an EHCP

Data Aspect	School NON-PP 2025	School PP -2025	National Average PP 2024
R, W, M Combined EXP	94%	76%	46%
R, W, M Combined GDS	6%	11%	3%
Reading EXP	94%	80%	62%
Reading GDS	50%	26.3%	Not available
Writing EXP	94%	82%	58%
Writing GDS	39%	34%	Not available
Maths EXP	94%	79%	59%
Maths GDS	7%	24%	Not available
SPAG EXP	94%	79%	59%
SPAG GDS	44%	29%	Not available



Percentage % of pupils working at Age Related Expectations of Above in Summer 2025 (Teacher Assessment)

Year Group	Reading		Writing		Maths	
	PP	NON-PP	PP	NON PP	PP	NON-PP
Year 1	48.1%	70.%	59.3%	75.%	78.6%	89.3%
Year 2	47.4%	87.9%	47.4%	87.9%	52.4%	80.6%
Year 3	68.%	76.7%	48.%	72.4%	64.%	75.9%
Year 4	60.7%	65.%	57.1%	70.%	60.7%	65.%
Year 5	42.4%	50.%	36.4%	58.3%	50.%	58.3%
Year 6	81.6%	88.9%	81.6%	94.4%	73.7%	88.9%

3.Intent Statement – Pupil Premium Strategy Plan

Brunswick Park Primary School is committed to ensuring excellence for all pupils, regardless of their socioeconomic background. We recognise the impact that socio-economic disadvantage can have on pupils and are steadfast in our ambition to support any child whose learning may be affected.

We are determined to use Pupil Premium funding strategically to close gaps in both learning and enrichment opportunities for all eligible pupils, with particular focus on those most disadvantaged. Our priorities include:

- addressing gaps in children's mathematical understanding
- supporting children with gaps in their phonics knowledge
- developing a love of reading in pupils who are not read to regularly



Pupil Premium Strategy 2025-26

- improving attendance and punctuality for disadvantaged pupils
- supporting the wellbeing and physical health of pupils most affected by disadvantage

Our aim is to raise and sustain higher attainment for disadvantaged pupils so that they achieve at least in line with, and ideally above, national expectations in all areas of the curriculum. This includes reaching both the expected and greater depth standards in reading, writing and mathematics.

We will ensure that high aspirations are held for all disadvantaged pupils. Rather than making assumptions, we will use our robust assessment systems to identify and respond to pupils' individual needs. At Brunswick Park, we place reading at the heart of our curriculum, believing that ensuring all pupils become confident, fluent readers through systematic teaching of phonics, fluency and comprehension is central 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 funding experience difficulties in forming grammatically correct sentences, which impacts both their speaking and writing. Reception Baseline data highlights that many disadvantaged pupils enter school with low starting points in language development. These difficulties persist as pupils progress through the school, particularly in applying correct grammar and punctuation in their writing. As a result, the proportion of disadvantaged pupils achieving age-related expectations (ARE+) at the end of Key Stage 1 in writing is lower than that of their non-disadvantaged peers in school (2024–25). In all year groups, there are disadvantaged pupils are doing less well than non-disadvantaged pupils. |
| 2 | Pupils eligible for Pupil Premium funding at Brunswick Park Primary School have not developed their reading skills (e.g. word-level decoding strategies and/or comprehension skills) to the same extent as other pupils in the school or nationally. They do not read as widely or as fluently as their non-disadvantaged peers. Internal assessment information shows that, in every year group, disadvantaged pupils demonstrate weaker comprehension strategies. As a result, the percentage of disadvantaged pupils reading at ARE or above is consistently lower than that of other pupils across all year groups (see teacher assessment data, page 2 , academic year 2024–25). |



Pupil Premium Strategy 2025-26

3	Like many schools nationally, Brunswick Park has been affected by the wider impact of Covid-19. Disadvantaged pupils were disproportionately affected, particularly due to digital poverty and reduced parental engagement with children's education during periods of school closure. Maths outcomes appear to have been most significantly impacted, both nationally and within our school. In all year groups, gaps in mathematical understanding have widened, and the proportion of disadvantaged pupils working at ARE or above in mathematics is lower than that of their peers (see teacher assessment data, page 12, academic year 2024–25).
4	The majority of pupils eligible for Pupil Premium come from families facing socio-economic disadvantage. This has a negative impact on pupils' personal wellbeing and, in turn, on their school performance. Teacher assessments confirm that many pupils enter Nursery and Reception with personal, social and emotional skills significantly below age-related expectations. Discussions with pupils and families also highlight that disadvantaged pupils often have fewer wider life experiences and cultural reference points than their peers. This limited exposure can slow both their academic progress and their social, emotional and behavioural development compared with other pupils in the school.
5	Our attendance analysis shows that disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils.



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>Improved speaking skills in EYFS</p> <ul style="list-style-type: none">• Speaking English as an additional language is not regarded as a barrier to pupils acquiring new, high-quality vocabulary.• Pupils with limited English, including those who are new to English, are immersed in a language-rich environment where they are explicitly taught new vocabulary and the meanings of unfamiliar words.• In the Early Years Foundation Stage, children are encouraged and supported to use ambitious and precise vocabulary in both their spoken and written work, closely linked to the topics they are learning about.• As a result, pupils across the school develop a strong command of language and are well prepared for the next stage of their education.	<ul style="list-style-type: none">• Ongoing professional development provides staff with training in the most effective strategies to embed vocabulary and language activities within their lessons.• Senior and middle leaders evaluate the quality of education through lesson observations and book monitoring, ensuring that vocabulary development remains a focus and providing targeted support where needed.• Phase leaders work closely with their teams to develop practice, plan high-quality opportunities for pupils to encounter and use new vocabulary, and model best practice in teaching language.• Parents and families are kept informed of the vocabulary pupils are learning through regular communication, enabling them to support and reinforce this learning at home.
<p>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.



Pupil Premium Strategy 2025-26

<p>Reading outcomes improved for disadvantaged pupils in identified year groups</p> <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">• Attainment gap between disadvantaged and non-disadvantaged pupils in Reading is closing in identified year groups (refer to data on reviewed strategy);• 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 and academic gap narrowed for disadvantaged pupils</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.



Pupil Premium Strategy 2025-26

<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;• 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">• Attainment gap between disadvantaged and non-disadvantaged pupils in Maths is closing at the end of KS1 and KS2 in July 2026.• 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.• School led tutoring/boosters used to support identified pupils;• Parents and carers attend maths sessions related to children's learning in school.
<p>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>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;• Pupils who are disadvantaged attend closer to the rate at which non-disadvantaged pupils are.



Pupil Premium Strategy 2025-26

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: £44,026.50

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



Pupil Premium Strategy 2025-26

<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>	1,2
<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>	3
<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>	2



Pupil Premium Strategy 2025-26

CPD and Subscription on embedding the Little Wandle Letters and sounds scheme Little Wandle phonics books used to support pupils' reading skills at home	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Introduce and embed new schemes of work for PSHCE, Art and DT, History and Geography, Science to ensure quality teaching that targets the educational disadvantage and the lack of experiences	EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
6B Targeted academic support (for example, tutoring, one-to-one support, small group interventions) BUDGETED EXPENDITURE: £176,106		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Employed, qualified additional adult used to deliver small group interventions for disadvantaged children in reading, writing and maths across Years 1-6	Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas	1,2
Support Staff to run targeted support for: - Early Language - Phonics - Reading - Early Number	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2



Pupil Premium Strategy 2025-26

'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: £73,377.50		
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



Pupil Premium Strategy 2025-26

Additional cooking and gardening classes for identified pupils (links to writing outcomes)	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	
Subsidised places on residential trips for targeted pupils	Pupil premium - GOV.UK (www.gov.uk)	4
Now Press Play resource used to enrich the children's learning experiences	There is considerable evidence suggesting that NPP can enrich the learning experiences of disadvantaged children through an audio immersive resources	4
The school's Art Strategy as identified on the school's development plan/Art and DT action plan	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	4
Attendance office to work with vulnerable pupils, pupils with wider disadvantage and their families	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Implementing procedures from the guidance principles of good practice set out in the DfE's Improving School Attendance advice	5
Contingency fund for acute issues	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	



Pupil Premium Strategy 2025-26

Review of the pupil premium strategy for 2024-25

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in 2024-25

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact. Considerable attainment gaps (>20%) are limited and they affect younger pupils, mostly in KS1. This is not a new trend for Brunswick Park Primary School. Our previous data shows that pupils have low starting point in our EYFS cohorts. This is even more evident for disadvantaged pupils. With continues support and intervention, those gaps are narrowed higher up in the school. This is shown clearly in the table below:

Percentage % of pupils working at Age Related Expectations of <u>Above</u> in Summer 2025 (Teacher Assessment)						
Year Group	Reading		Writing		Maths	
	PP	NON-PP	PP	NON PP	PP	NON-PP
Year 1	48.1%	70.%	59.3%	75.%	78.6%	89.3%
Year 2	47.4%	87.9%	47.4%	87.9%	52.4%	80.6%
Year 3	68.%	76.7%	48.%	72.4%	64.%	75.9%
Year 4	60.7%	65.%	57.1%	70.%	60.7%	65.%
Year 5	42.4%	50.%	36.4%	58.3%	50.%	58.3%
Year 6	81.6%	88.9%	81.6%	94.4%	73.7%	88.9%

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 2, in Maths in Year 2 and in Writing in Years 2 and 3. We know from our teacher assessments that Attainment gaps have been narrowed over the course of the academic year, as a result of targeted interventions for identified pupils. That being said, our data also tells that overall disadvantaged pupils are doing less well than non-disadvantaged pupils at Brunswick Park. Our evaluation of last year's strategy has been used to inform our action planning for 2025-26.



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.

Key Stage 2 SATs Results and Year 6 Writing Teacher Assessment – DISADVANTAGED Pupils (PP)
In 2025, there were 38 Disadvantaged pupils (68%), including 5 pupils with an EHCP

Data Aspect	School NON-PP 2025	School PP -2025	National Average PP 2024
R, W, M Combined EXP	94%	76%	46%
R, W, M Combined GDS	6%	11%	3%
Reading EXP	94%	80%	62%
Reading GDS	50%	26.3%	Not available
Writing EXP	94%	82%	58%
Writing GDS	39%	34%	Not available
Maths EXP	94%	79%	59%
Maths GDS	7%	24%	Not available
SPAG EXP	94%	79%	59%
SPAG GDS	44%	29%	Not available

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 2024, 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 2025 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.



Pupil Premium Strategy 2025-26

To address gaps in learning, we provided targeted interventions 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 Primary School. 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.