Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2028 academic year, 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 (2026/27) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brockhampton Primary School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	21 - 12.8%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Keren Finnegan (Headteacher)
Pupil premium lead	Keren Finnegan (Headteacher)
Governor / Trustee lead	Sally Mulcahy (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30170
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30170

Part A: Pupil premium strategy plan

Statement of intent

At Brockhampton Primary School, we believe that every child should experience success, belonging and opportunity regardless of their background or circumstances. We recognise that disadvantage is not a label but a collection of experiences and barriers that affect children differently. Therefore, our approach focuses on understanding the needs, strengths and aspirations of each individual child rather than making assumptions based on pupil premium eligibility alone.

Our strategy is informed by the Education Endowment Foundation (EEF), the Great Teaching Toolkit and Marc Rowland's work on educational disadvantage. We recognise that the most significant factor within our control is the quality of teaching children receive every day. Therefore, high-quality teaching forms the foundation of our strategy, supported by carefully targeted academic support and wider approaches that strengthen attendance, wellbeing, belonging and family partnership.

With a relatively small disadvantaged cohort, our approach prioritises precise child-level diagnosis and personalised support. Through the development of strong relationships, high expectations and evidence-informed practice, we aim to ensure disadvantaged children:

- attend school regularly and develop positive habits for lifelong success;
- experience a strong sense of belonging and mattering within our school community;
- achieve ambitious outcomes across the curriculum;
- develop confidence, resilience and independence;
- participate fully in enrichment opportunities and wider school life;
- are exceptionally well prepared for the next stage of their education.

Professional development through the Great Teaching Toolkit and Steplab group rehearsal and coaching will support colleagues in strengthening classroom practice, with particular focus on securing attention, high-quality modelling, checking for understanding, responsive teaching and effective feedback. These approaches will ensure that all children, particularly those who are disadvantaged, receive consistently excellent teaching and support.

Given the relatively small number of disadvantaged pupils at Brockhampton, leaders will maintain a strong focus on individual pupil profiles, ensuring support is driven by identified need rather than broad assumptions about disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged attendance is 93% and persistent absence is 23.8%. Attendance remains the most significant barrier to improved outcomes

	for a small number of disadvantaged children. Analysis indicates that attendance barriers vary by individual and require personalised responses supported by strong relationships, belonging and family partnership.
2	In 2026, no disadvantaged children achieved a Good Level of Development. Evidence suggests that some children entered Reception with weaker communication, language, self-regulation and school-readiness skills. Early identification of need, strong attendance habits and effective partnership with parents are therefore key priorities in helping disadvantaged children establish secure foundations for future success.
3	Some disadvantaged children enter Key Stage 1 without having secured the knowledge, skills and learning behaviours associated with GLD. Additional support is required to close gaps in reading, writing and mathematics and ensure successful outcomes in phonics and Key Stage 1.
4	No disadvantaged children achieved the higher standard combined measure at KS2 in 2026. Some disadvantaged children have demonstrated attainment and learning behaviours that suggest potential for greater depth and higher-standard outcomes. Ensuring these children remain visible within assessment, planning and pupil progress processes is essential if this potential is to be realised.
5	The needs of disadvantaged children vary considerably. Some disadvantaged pupils experience additional barriers relating to SEND, social, emotional and mental health needs, attendance, family circumstances or reduced access to wider opportunities. These barriers require personalised support, strong family partnerships and careful monitoring.

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
Improved attendance and reduced persistent absence	Attendance of disadvantaged children improves from 93% towards the school target of 96%, with persistent absence reducing from 23.8%. Individual attendance plans demonstrate successful identification and reduction of barriers for identified children.
Improved early years outcomes	Increased proportion of disadvantaged children achieve GLD. Children demonstrate strong progress in communication and language, personal and social development and early literacy. Positive attendance habits are established from Nursery onwards.

Improved KS1 outcomes	Children who did not achieve GLD make accelerated progress and work towards age-related expectations in reading, writing and mathematics. Phonics outcomes remain strong and gaps diminish across KS1.
Increased higher standard attainment in KS2	An increased proportion of disadvantaged children achieve greater depth standards and the higher standard at KS2. Identified pupils working towards higher standards make at least expected progress and remain on track through regular pupil progress reviews.
Stronger belonging and mattering	Child voice demonstrates that disadvantaged children feel valued, included, successful and connected to school. Participation in clubs, trips, leadership opportunities and wider enrichment is at least proportional to representation within the school population. Attendance and engagement indicators improve alongside measures of belonging.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a coherent professional development programme using the Great Teaching Toolkit and Steplab group rehearsal and instructional coaching model to strengthen	The Education Endowment Foundation (EEF) identifies high-quality teaching as the most important school-based factor in improving outcomes for disadvantaged pupils. The Effective Professional Development Guidance Report highlights that sustained professional development, supported through coaching, deliberate practice, feedback and implementation support, is more likely to	2, 3, 4, 5

evidence-informed classroom practice. Professional development will focus on: • securing attention and participation from all learners; • high-quality explanations and modelling; • checking for understanding; • responsive teaching; • effective feedback; • vocabulary development; • maintaining high expectations for all learners.	improve classroom practice and pupil outcomes. The Great Teaching Toolkit evidence review identifies key areas that contribute to effective teaching. Steplab's group rehearsal and instructional coaching models support the implementation of these strategies through rehearsal, feedback and ongoing refinement of practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.greatteaching.com/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Develop staff expertise in identifying need early and adapting teaching responsively to ensure all disadvantaged pupils can access ambitious learning. This includes: • diagnostic assessment; • adaptive teaching; • responsive intervention; • SEND and disadvantage profiling; • regular review of vulnerable learners.	Research increasingly suggests that improving outcomes for disadvantaged children depends less on separate interventions and more on ensuring children can successfully access high-quality classroom instruction. Adaptive teaching helps teachers respond to children's current understanding whilst maintaining ambitious learning goals for all learners. Diagnostic assessment and responsive teaching are particularly important for disadvantaged children whose barriers may differ significantly from one child to another. https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/special-educational-needs-disabilities	2, 3, 5

Regular reviews of disadvantaged children through pupil progress meetings, book scrutiny, learning walks and pupil voice activities to ensure provision remains precisely matched to need.	The EEF implementation guidance highlights the importance of ongoing monitoring, assessment and responsive adaptation. Regular review of disadvantaged children enables leaders to identify barriers early and evaluate whether support is successfully addressing identified needs. Marc Rowland emphasises that effective disadvantage strategies are characterised by precise child-level diagnosis and continual review rather than assumptions based on labels. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation Marc Rowland: Addressing Educational Disadvantage in Schools and Colleges	All

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

Budgeted cost: £ 12230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged children in Nursery and Reception focusing on: • communication and language; • vocabulary development; • attention and self-regulation; • school readiness;	The EEF Preparing for Literacy Guidance Report identifies communication and language development, self-regulation, parent partnerships and early literacy as key foundations for future success. Evidence suggests that high-quality interactions, structured language development and strong home-school partnerships can have a particularly positive impact on disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	1, 2

• parental engagement.		
Targeted support in Year 1 for disadvantaged children who did not achieve GLD. Support includes: • phonics intervention; • reading fluency; • vocabulary development; • structured writing support; • mathematical number sense and fluency development. Provision will be reviewed regularly to ensure barriers are identified and addressed promptly.	The EEF Early Years Toolkit and Improving Literacy in Key Stage 1 Guidance Report demonstrate that children who begin Key Stage 1 below age-related expectations benefit from targeted support that is closely aligned with classroom teaching. Phonics approaches have a particularly strong evidence base and are associated with approximately four months' additional progress. Reading fluency, vocabulary instruction and structured academic support can help children catch up rapidly whilst maintaining full access to the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Establish a structured approach to identifying and nurturing higher-attaining disadvantaged children. This includes: • pupil progress reviews; • planned challenge;	The EEF Metacognition and Self-Regulation Guidance Report identifies teaching children to plan, monitor and evaluate their learning as a highly effective approach, particularly when embedded within subject teaching. Research also highlights the importance of maintaining high expectations and ensuring disadvantaged children are routinely considered for greater depth and higher-standard outcomes. Purposeful challenge, effective feedback and conferencing help children understand the gap between current performance and aspirational outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	4

• academic mentoring; • pupil conferencing; • targeted feedback; • explicit teaching of metacognitive strategies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

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

Budgeted cost: £ 6740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a culture where all disadvantaged children experience high levels of belonging, connection and participation. Strategies include: • identified trusted adults; • regular pupil voice activities; • attendance reviews; • personalised attendance plans; • celebration of success and participation; • enhanced family	Research consistently demonstrates a strong relationship between attendance and attainment. The EEF guidance on Supporting Attendance highlights that successful attendance strategies focus on understanding barriers, building relationships and developing tailored responses rather than relying solely on sanctions. Marc Rowland's work further emphasises the importance of belonging, trusted relationships and a strong sense of mattering in improving engagement, attendance and participation for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/guidance-for-teachers/attendance Marc Rowland: Addressing Educational Disadvantage in Schools and Colleges	1, 5

engagement		
Further develop partnerships with parents of disadvantaged children through: • regular communication; • attendance conversations; • support signposting; • family voice activities; • collaborative planning for identified pupils.	The EEF Working with Parents to Support Children's Learning Guidance Report highlights that effective parental engagement can lead to approximately four months additional progress when approaches support meaningful learning conversations and strong relationships between home and school. Early engagement with families can also help schools identify barriers to attendance and learning before they become entrenched. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 5
Ensure disadvantaged children access and participate in the full life of the school through: • enrichment funding; • educational visits; • residential opportunities; • music provision; • clubs and leadership opportunities. Child voice and participation data will be monitored to ensure disadvantaged children are represented proportionately and that their needs are being consistently met.	Access to enrichment opportunities supports engagement, confidence, belonging and cultural capital. The EEF Teaching and Learning Toolkit suggests that arts participation can contribute to improved learning outcomes when delivered effectively. Participation in wider school experiences can also strengthen relationships, aspirations and connection to school, supporting attendance and engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5

Total budgeted cost: £ 30170

Part B: Review of outcomes in the previous academic year (2025/26)

Assessment	Disadv children in cohort	% Disadv at ARE+		National (all)
YR GLD	3/	0%		72%(all)
Y1 Phonic Screening	1/22	100% (1)		82%(all)
Y2 Phonic re-take	3/23	100% (3)		91%(all)
Y4 Multiplication check	0			44%(all)
Y6 KS2 SAT	5/26	Reading	60%	75% (all)
		Writing	60%	73%(all)
		Maths	60%	75%(all)
		GPS	67%	74%(all)
		RWM combined	60% (3 out of 5)	63%(all)

Whilst disadvantaged children in EYFS made good progress from their starting points, a gap remains in the proportion achieving the expected standard. To address this, these children will receive additional targeted support in Year 1 to help them close gaps and achieve the expected standard in phonics.

Children made excellent progress in Years 1 and 2, resulting in 100% of disadvantaged children meeting the expected standard in the Phonics Screening Check.

At KS2, disadvantaged children's outcomes in Reading, Writing and Mathematics combined were in line with national outcomes for all. However, there remains a need to increase the proportion of disadvantaged children achieving the higher standard.

Attendance for disadvantaged children was 93%. Overall, disadvantaged children attend well; however, a small number are persistently absent. Bespoke support and intervention will continue to be provided to these families to improve attendance and reduce persistent absence. Further analysis of the IDSR will help determine whether this represents an ongoing trend or an improving picture over time.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A