Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brougham Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Greenan
Pupil premium lead	Sarah Greenan
Governor / Trustee lead	Phil Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,161.50
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	£332,161.50

Part A: Pupil premium strategy plan

Statement of intent

At Brougham Primary School, we recognise that disadvantage is multifaceted and that low family income is only one factor influencing a child's life chances. We understand that barriers to learning are often complex, cumulative, and context specific. Our Pupil Premium strategy is therefore designed to address the individual needs of each pupil, rather than applying a one-size-fits-all solution, ensuring that every disadvantaged child is supported to thrive academically, socially, and emotionally.

We are committed to ensuring that all pupils, regardless of their background or the challenges they face, are able to "Be the best they can be." We know that disadvantage is not an inherent trait, but a set of circumstances that we as a school can mitigate through careful, targeted, and evidence-based action.

We use detailed analysis, informed by national and local data, to identify pupils at risk of underachievement, understand the root causes, and implement interventions that are highly personalised. This includes, but is not limited to, support for attendance, engagement, wellbeing, and access to enriching opportunities.

Our approach is guided by these key principles:

- **Know our pupils well:** We consider each child's specific barriers and strengths. Data, teacher knowledge, and pupil voice inform all decisions.
- **Focus on the whole child:** Academic progress, wellbeing, resilience, and cultural capital are equally important.
- **Address barriers early and strategically:** Interventions are timely, targeted, and proportionate to need.
- **Use evidence effectively:** Every strategy is informed by research, carefully implemented, and rigorously evaluated for impact.
- **Continuous improvement:** We regularly review outcomes, adjust provision, and share best practice across the school and with peers.

Our goal is for disadvantaged pupils to achieve outcomes match or exceed national expectations, with progress and attainment in line with or better than their peers. We view Pupil Premium as a strategic tool for social mobility: a lever to reduce the impact of disadvantage and ensure all children have the opportunity to succeed.

Our current priorities are:

1. To provide high-quality, evidence-informed teaching that accelerates progress for all disadvantaged pupils.
2. To offer tailored academic support and interventions that address individual gaps in learning.
3. To provide enriching opportunities that expand horizons, build cultural capital, and support personal development.
4. To foster strong social and emotional skills, resilience, and engagement with school life.

At Brougham Primary School, Pupil Premium funding is not an add-on; it is embedded in the fabric of our school's commitment to equity, excellence, and opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils begin school with attainment that is below that of their peers. Baseline assessments in EYFS frequently show gaps in early literacy, language acquisition, and number sense.
2	Assessments, observations, and discussions with pupils and staff indicate that many disadvantaged pupils enter school with oral language skills and vocabulary that are still developing, highlighting the impact of varying early experiences on language acquisition.
3	School data shows that some disadvantaged pupils experience lower attendance and punctuality compared to their peers. Addressing persistent absence is a key focus to ensure these pupils can access all learning opportunities
4	Some of our disadvantaged pupils have fewer opportunities to access wider experiences, which can sometimes limit their social connections.
5	Some disadvantaged pupils have significant social and emotional needs. Our assessments, including the wellbeing survey, along with observations and discussions with pupils and families, have highlighted these needs and helped us understand how best to support them.
6	Some pupils benefit from additional support through social care services. Higher levels of pupil deprivation can create circumstances where early help interventions are particularly valuable in supporting families and promoting pupil well-being

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
We will strengthen adaptive teaching through the school by anticipating common barriers faced by disadvantaged pupils, using baseline and ongoing assessment diagnostically to identify precise gaps, and responding with targeted scaffolding, flexible grouping, task design and oracy-rich approaches. Provision will be continuously monitored and adjusted through daily review and pupil progress discussions to ensure early literacy, language, and number sense gaps are closed rapidly and all pupils access the full curriculum ambition. Staffing levels will be aligned with the specific needs of each cohort to enable effective adaptive teaching and ensure all learners receive appropriate support.	**Adaptive Teaching to Close Disadvantaged Pupils' Gaps** **Short-term:** • Staffing levels to be aligned with the specific needs of each cohort to enable effective adaptive teaching and ensure all learners receive appropriate support. • Teachers consistently anticipate common barriers for disadvantaged pupils (e.g. vocabulary, reading fluency, number fluency, background knowledge) in planning. • Diagnostic assessment is used across subjects to identify precise misconceptions or gaps. • Adaptive strategies (scaffolds, flexible grouping, modelling, targeted questioning) are evident in lessons and reviewed in staff CPD. **Medium-term:** • Disadvantaged pupils make accelerated progress in core subjects compared with prior attainment, reducing in-year gaps. • Lesson visits and book looks show teachers responding effectively in the moment and adapting provision based on assessment. • Pupil voice demonstrates that disadvantaged pupils feel supported, confident, and able to access the full curriculum. • Progress meetings show targeted interventions are sharply focused and regularly adjusted to need. **Long-term:** • Attainment gaps between disadvantaged pupils and peers are significantly reduced in reading, writing, and mathematics. • Adaptive teaching is securely embedded as standard practice across all year groups and subjects. • Disadvantaged pupils leave each key stage with the knowledge and skills needed to progress confidently, sustaining improved outcomes into the next phase.

We will strengthen holistic and targeted oral language approaches to enhance children's communication and language attainment. This will include evidence-based interventions (such as NELI and ELSEC), language-rich environments, and structured oracy activities (including SHRec, Strive for Five, and Think, Pair, Share). Staffing levels to be aligned with the specific needs of each cohort to enable effective high-quality interactions and ensure all learners receive appropriate support. Pupils will also have opportunities to lead, collaborate, and advocate, supported by high-quality adult–child interactions, targeted professional development for staff, and strengthened parental partnerships. These combined strategies will accelerate vocabulary development, speaking, and listening skills, enabling strong progress across the curriculum.

Implementation of Evidence-Based Interventions

- **Short-term:** NELI and ELSEC programs are scheduled; target pupils identified; staff trained in delivery.
- **Medium-term:** Interventions delivered consistently; early progress observed in targeted pupils' oral language skills.
- **Long-term:** Measurable improvements in oral language assessments; progress informs next steps for support.

Structured Oracy Activities

- **Short-term:** SHRec, Strive for Five, Think, Pair, Share (Tom Sherrington) activities introduced; staff trained in facilitation.
- **Medium-term:** Pupils participate confidently, take turns, and demonstrate improved speaking skills.
- **Long-term:** Oracy strategies embedded in daily practice; pupils lead discussions and show clear progression in speaking and listening.

Pupil Leadership, Collaboration, and Advocacy

- **Short-term:** Opportunities for group discussions and simple leadership roles introduced.
- **Medium-term:** Pupils contribute ideas, ask questions, and collaborate effectively in small groups.
- **Long-term:** Pupils advocate for learning, lead peer activities, and demonstrate independent communication skills.

High-Quality Adult–Child Interactions

- **Short-term:** Staff trained in responsive questioning and scaffolding techniques. Staffing levels to be aligned with the specific needs of each cohort to enable effective high-quality interactions and ensure all learners receive appropriate support.
- **Medium-term:** Consistent high-quality adult–child interactions observed; pupils' language extended through guided talk.
- **Long-term:** All adults routinely support oral language development; sustained improvements across classrooms.

Strengthened Parental Partnerships

- **Short-term:** Parents informed about initiatives; guidance on supporting oral language at home shared.
- **Medium-term:** Parents actively engage in home activities and workshops; positive feedback collected.
- **Long-term:** Strong home-school collaboration; consistent support enhances pupils' language development.

	Impact on Curriculum Progress
	Short-term: Baseline data collected on pupils' vocabulary, speaking, and listening skills. **Medium-term:** Observable improvements across lessons; pupils apply new language skills in various subjects. **Long-term:** Sustained progress in oral language leads to measurable gains in literacy and wider curriculum outcomes.
We will improve attendance and punctuality for disadvantaged pupils by closely monitoring attendance data to identify those at risk of persistent absence and respond early with targeted support. Families will be actively engaged to address barriers, while pastoral staff will provide tailored mentoring and interventions to meet social, emotional, or practical needs. Attendance will be incentivised and celebrated to motivate pupils, and the school will collaborate with external agencies where necessary. Progress will be regularly reviewed, ensuring strategies are adapted to support equitable access to all learning opportunities and full participation in school life.	**Short-term:** • Disadvantaged pupils' attendance and punctuality are tracked weekly. • Early warning signs of persistent absence and those 'at risk of PA' are identified and followed up promptly. • Families of pupils with emerging attendance concerns are contacted and offered support. • Initial pastoral support and interventions are in place for pupils at risk. **Medium-term:** • Reduction in the number of disadvantaged pupils with persistent absence. • Noticeable improvement in punctuality among targeted pupils. • Engagement strategies (e.g., mentoring, rewards, celebrations) are actively impacting pupil motivation. • Effective collaboration with external agencies where needed is established. **Long-term:** • Persistent absence among disadvantaged pupils is significantly reduced, in line with or better than national averages. • Attendance gaps between disadvantaged pupils and their peers are narrowed. • Disadvantaged pupils have sustained access to all learning opportunities and are fully engaged in school life. • Attendance culture is embedded across the school, with staff, pupils, and families actively supporting high attendance and punctuality.

We will provide all pupils with equal access to a broad range of enriching experiences, including extracurricular activities, trips, and social opportunities, to help them build confidence, develop social connections, and fully engage with school life.	**Short-term:** • The Inclusion and Enrichment Lead ensures all pupils, particularly disadvantaged and high-achieving, access enriching experiences that support academic, social, and emotional development. • Increased participation of disadvantaged pupils in clubs, trips, and enrichment activities. • Disadvantaged pupils report feeling included and supported in social and extracurricular opportunities. • Staff can identify disadvantaged pupils who have increased engagement. **Medium-term:** • Disadvantaged pupils develop stronger friendships and social networks. This is evident through structured interviews or informal conversations to identify improvements in social networks. • Increased confidence and engagement of disadvantaged pupils in school life, including class participation and group activities. • Reduction in instances of social isolation among disadvantaged pupils, monitored via surveys or pastoral records. **Long-term:** • Disadvantaged pupils access enrichment opportunities at the same rate as their peers. • Sustained improvements in personal development outcomes for disadvantaged pupils, including confidence, leadership, and social skills. • Positive impact on overall wellbeing, engagement, and attainment for disadvantaged pupils, narrowing gaps with peers.
We will support pupils with social and emotional needs, particularly those who are disadvantaged, we provide targeted pastoral care, mentoring, and tailored interventions. We work closely with families and external partners to ensure a consistent approach and regularly monitor progress through assessments and pupil feedback to adapt support as needed.	**Short-term:** • Pupils and families report feeling supported through surveys and discussions. • Targeted interventions and mentoring programs are in place and attended regularly. • Staff are aware of pupils' social and emotional needs and are confident in supporting them. **Medium-term:** • Increased engagement in lessons and school activities among disadvantaged pupils receiving support. • Reduction in behaviour incidents for disadvantaged pupils linked to social and emotional difficulties. • Positive trends in wellbeing survey results and self-reports from disadvantaged pupils.

	Long-term: • Disadvantaged pupils demonstrate increased resilience, confidence, and self-regulation. • Narrowing of gaps in attendance, engagement, and achievement compared to peers. • Sustained improvement in overall pupil wellbeing and positive family-school partnerships.
We ensure that disadvantaged pupils who require additional support benefit from a coordinated approach led by our safeguarding team which goes beyond the statutory safeguarding duty. We will actively engage families and equip our staff to meet pupils' individual needs.	**Short-term:** • Family Engagement: Families are actively involved in early help interventions. • Staff Awareness: Staff are aware of pupils' needs and understand how to implement support strategies. • Safeguarding Team Coordination: A wider safeguarding team meets weekly to review caseloads, triage new concerns, and allocate interventions promptly. **Medium-term:** • Consistent Family Engagement: Families continue to engage with interventions and school support systems. • Effective Case Management: Weekly safeguarding team meetings ensure timely review of cases, coordinated interventions, and shared accountability. • Collaboration with Services: Strong partnerships with social care and other external agencies result in coordinated support plans. **Long-term:** • Positive Life Outcomes: Improved attendance, reduced need for crisis interventions, and stronger pathways to success in secondary school and beyond. • Integrated Safeguarding Practice: The safeguarding team's proactive approach continues to ensure pupils receive timely support, reducing risks and improving outcomes. • Strong Family-School Relationships: Families are confident in accessing support and engaging with school life proactively.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,439

Activity	Evidence that supports this approach	Challenge addressed
Adaptive teaching to close disadvantage attainment gap Short-term (Introduction & Staff Training) - Launch whole-school vision: adaptive teaching as the expectation. - Staffing levels to be aligned with the specific needs of each cohort to enable effective adaptive teaching and ensure all learners receive appropriate support. - Deliver CPD sessions to introduce adaptive teaching strategies incorporating Trust webinars. - Establish baseline disadvantaged pupil profiles (strengths, barriers, prior attainment) to support the anticipation of barriers to learning. - Introduce diagnostic assessment tools (low-stakes quizzes, hinge questions, gap analysis). - Ensure curriculum planning anticipates barriers (vocabulary, fluency, knowledge) and builds in pre-teaching, revisiting, and scaffolds. - Staff share practical adaptive teaching successes in staff meetings. - Align progress meetings to track disadvantaged pupils specifically and ensure timely adaptation/intervention. - Lesson visits/book looks focused on adaptive teaching Medium Term (Deepening Practice) - Deliver CPD to focus on subject specific adaptive teaching techniques (Task design etc) - Refresh diagnostic assessment training – focus on identifying misconception quickly. - Develop coaching through peer observations with feedback on adaptive teaching - Develop 'Adaptive teaching spotlight weeks' to showcase strategies - Parents to be engaged with practical workshops - Book looks and lesson visits track evidence of disadvantaged pupils' progress - Pupil voice gathered focused on confidence and independence. Long term (Embedding and Sustaining) - Adaptive teaching embedded in Teaching and Learning policy - Leaders monitor lessons for consistency across all subjects. - Parental engagement sustained - CPD to shift towards ensuing disadvantaged pupils achieve greater depth. - Staff to share case studies of adaptive practice and the impact on disadvantaged learners.	Metacognition and self-regulation | EEF + 7 months progress. Advocates explicit modelling, scaffolding to build independence. Feedback | EEF + 7 months progress. Responsive teaching informed by assessment is a high impact low-cost approach. Special Educational Needs in Mainstream Schools | EEF Emphasises high-quality teaching as the first step in supporting disadvantaged learners, including scaffolding and explicit instruction.	1

Pupil Leadership, Collaboration and Advocacy through Oracy	[Communication and Language Approaches (EYFS)](#) – +7 months progress	2
Short-term (Introduction & Staff Training)		
	[Communication and Language Approaches – EEF Early Years Toolkit](#)	
• Deliver targeted CPD sessions on the importance of oracy for learning, attainment and pupil confidence linked to the Trust's Approach to Oracy.		
• Introduce structured group discussions, pair and small-group tasks, and simple classroom leadership roles	[High Quality Talk Podcast](#) – guidance on structured talk and pupil leadership	

Pupil Leadership, Collaboration and Advocacy through Oracy

Short-term (Introduction & Staff Training)

- Deliver targeted CPD sessions on the importance of oracy for learning, attainment and pupil confidence linked to the Trust's Approach to Oracy.
- Introduce structured group discussions, pair and small-group tasks, and simple classroom leadership roles

Medium-term (Pupil Participation & Skill Development)

- Plan collaborative projects linked to all areas of the curriculum where pupils generate ideas, ask questions, and solve problems together
- Within groups to build responsibility and ensure all pupils actively contribute to discussions and decision-making.

Long-term (Embedding & Leadership in Oracy)

- Establish and refine pupil-led activities such as peer mentoring, learning ambassadors, or class councils.
- Provide further opportunities for pupils to engage in public speaking, performances, assemblies, debates, and similar activities to consolidate oracy and leadership skills.

Structured Oracy Activities

Short-term (Introduction & Staff Training)

- Deliver targeted CPD sessions on SHRec, Strive for Five, and Think, Pair, Share strategies.
- Provide demonstration lessons and coaching for staff to model effective facilitation.
- Share resources and examples of effective oracy prompts across year groups.

Medium-term (Pupil Participation & Skill Development)

- Implement follow-up coaching sessions to support staff in improving pupil engagement and questioning techniques.
- Provide feedback loops for teachers, including peer observations and oracy learning walks.
- Offer workshops on assessment of oracy skills to help teachers track pupil progress.

Long-term (Embedding & Leadership in Oracy)

- Develop an oracy leader or team to mentor staff and monitor progress across the school.
- Include oracy in appraisal and professional development goals to ensure sustained focus.
- Organise whole-school events (debates, presentations, assemblies) to showcase pupil progress.

Communication and Language Approaches (EYFS) – +7 months progress

High-Quality Adult–Child Interactions		
Short-term (Introduction & Staff Training) - Audit current practice: Observe and review existing adult–child interactions to identify strengths and gaps. - Staffing levels to be aligned with the specific needs of each cohort to enable effective high quality interactions and ensure all learners receive appropriate support. - Deliver training based on high quality interactions with children to promote their communication and extend their thinking and learning - Provide follow-up support: Arrange coaching, peer observations, and feedback sessions to reinforce learning. Medium-term (Consistent high-quality adult-child interactions observed; pupils' language extended through guided talk) - Conduct regular observations with structured feedback. - Use learning walks or drop-ins to ensure consistency. - Collaborative reflection: Staff meet to discuss examples of effective guided talk and problem-solve challenges. - Embed guided talk: Plan lessons with intentional opportunities for oral language development (paired talk, group discussions, structured questioning). Long-term (All adults routinely support oral language development, sustained improvements across classrooms) - Sustain professional development: Continue CPD refreshers, peer coaching, and mentoring. - Policy and curriculum integration: Include oral language support in teaching & learning policies and planning templates. - Embed strategies into daily routines, across all subject areas. - Track impact: Use pupil voice, observations, and progress in oral language assessments to measure improvement. - Celebrate and share success: Showcase effective strategies across the school to maintain motivation and consistency.		

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

Budgeted cost: £87,501

Activity	Evidence that supports this approach	Challenge addressed
Implementation of Evidence-Based Oral Language Interventions Short-term • Set timetable slots for NELI and ELSEC sessions within the school day. • Ensure sessions do not clash with other key learning opportunities. • Use baseline assessments, teacher observations, and screening tools to select pupils who will benefit most. • Maintain clear records of selection criteria and individual needs. • Arrange professional development sessions for staff delivering the programs. • Ensure staff are confident in program methodology, resources, and assessment procedures. • Provide guidance materials and ongoing support. Medium-term: • Ensure sessions are delivered as scheduled, with fidelity to program guidelines. • Monitor attendance and engagement of targeted pupils. • Conduct formative assessments to track oral language development. • Collect anecdotal evidence from staff on pupils' participation and confidence. • Adjust session delivery or groupings if needed based on early feedback. • Ensure communication between intervention staff and class teachers to reinforce learning. Long-term: • Conduct formal assessments of pupils' oral language skills (e.g., NELI/ELSEC post-assessment). • Compare outcomes against baseline data. • Identify pupils who have made expected or accelerated progress. • Pinpoint areas where progress is slower to inform targeted support. • Share outcomes with staff and leadership to inform school improvement strategies.	Oral Language Interventions – +6 months progress	2

Pupils engage in regular small-group tuition to close specific learning gaps that create barriers to learning identified through adaptive teaching. Short-term: • Identify specific learning barriers through adaptive teaching (e.g. gaps in phonics, number sense, vocabulary) and record them in pupils' plans, ensuring targeted strategies are built in. • Plan and deliver small-group tuition sessions that actively engage pupils through structured questioning, modelling, and interactive tasks. • Carry out pre- and post-intervention assessments to measure impact and adapt future teaching accordingly. Medium-term: • Run drop-ins, and regular communication with parents/carers to share strategies and resources for supporting learning at home. • Implement consistent routines and positive behaviour strategies that reduce avoidance behaviours and promote active participation in lessons Long-term: • Deliver targeted tuition and in-class support in maths and English to address specific gaps for disadvantaged pupils. • Use regular formative assessment and timely interventions to ensure pupils are on track to meet age-related expectations.	[Small group tuition	EEF](#) + 4 months progress	1

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

Budgeted cost: £75,167

Activity	Evidence that supports this approach	Challenge addressed
Improve attendance and punctuality for disadvantaged pupils Short-term: • Track attendance and punctuality data for all pupils (including contingency plans), with a focus on disadvantaged pupils. Use weekly reports to identify emerging patterns of absence or lateness. Pupils with attendance below school targets or showing repeated lateness will be flagged for intervention. • Provide a fully funded breakfast club to support pupils to attend school on time. • Provide access to spare uniform for pupils who require it due to financial hardship. • Maintain a full time Social Inclusion officer and Strategic Attendance lead in school to support pupils and families to improve attendance by addressing barriers, providing guidance, and liaising with staff and agencies. • Contact families of pupils with emerging attendance issues to understand barriers. Conduct one-to-one meetings, phone calls, and home visits if needed. Offer practical support such as transport guidance or connections to external services. • Assign key pastoral staff to provide mentoring and support to at-risk pupils. Use individual attendance plans with clear targets, regular check-ins, and tailored strategies to remove barriers. • Implement initial incentives and recognition for improved attendance and punctuality. Introduce reward systems, certificates, recognition in assemblies, and class-based competitions. Publicly celebrate improvements to encourage a positive culture around attendance. • Establish communication channels with external agencies for urgent support where needed. Work with local authorities, social services, and attendance support teams to provide guidance, interventions, or family support programmes. Medium-term: • Develop tailored attendance plans for pupils with persistent absence. • Strengthen pastoral interventions addressing social, emotional, or practical barriers through implementing regular wellbeing checks (surveys, one-to-one sessions, teacher observations). • Track and celebrate improvements, using school-wide systems to reinforce positive attendance. Long-term: • Ensure sustained improvement in attendance and punctuality for disadvantaged pupils. • Narrow attendance gaps between disadvantaged pupils and their peers. • Embed an attendance-focused culture across the school, with all staff, pupils, and families engaged.	[Supporting attendance	EEF](#) evidence suggests that pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils. The actions in this strategy have been based on the EEF Supporting School Attendance reflection and planning tool.	3

• Maintain strong collaboration with external agencies for ongoing support where needed. • Evaluate and refine strategies annually to continue progress and align with school improvement priorities.		
Ensure disadvantaged and high-achieving pupils access enriching experiences and are engaged in school life. Short-term: • Conduct an audit of current clubs, trips, and enrichment opportunities. • Map which disadvantaged pupils are participating and identify gaps. • Track enrichment opportunities by pupil group (disadvantaged, high-achieving, SEND, etc.). • Ensure targeted communication to disadvantaged pupils and families, including removing financial or logistical barriers. • Set up a system for staff to nominate disadvantaged pupils for specific opportunities. • Record attendance at clubs, trips, and enrichment activities by pupil group. • Identify pupils who are not participating and provide targeted encouragement or support. • Inclusion and Enrichment Lead to meet with pupils who are not yet engaged to discuss interests and barriers. • Provide pastoral or practical support (e.g., transport, equipment etc). Medium-term: • Facilitate group projects or enrichment activities that encourage collaboration. • Conduct structured interviews or informal conversations to track friendship networks and social engagement. • Use surveys or pastoral check-ins to monitor social integration and identify pupils at risk of isolation. • Offer leadership or responsibility roles within clubs and enrichment activities. • Identify ongoing barriers to participation (e.g., transport, cultural, financial, or confidence issues) and implement solutions. Long-term: • Maintain long-term records of participation trends and personal development outcomes. • Develop programmes or clubs specifically designed to nurture confidence, social skills, and resilience. • Conduct annual reviews comparing disadvantaged pupils' engagement, social networks, and wellbeing to peers. • Share success stories with families and the community to reinforce inclusion and aspiration.	EEF evidence highlights that after-school enrichment programmes can boost outcomes and engagement, especially when they combine academic content with cultural or recreational activities.	4

Implementing targeted social and emotional learning approaches to support pupils' well-being, build confidence and resilience. Short-term: • Further improve Social and Emotional Learning (SEL) support available in school through targeted sessions provided by the SIO and SENDCO. • Purchase additional Educational Psychologist (EP) time to support the increasing number of very vulnerable disadvantaged pupils. • Begin embedding the Mindfulness Programme in selected classes to support children's emotional wellbeing. • Further develop the Emotional Literacy Support Assistant (ELSA) role to provide targeted support for pupils. • Establish the Wellbeing Coordinator role of the SENDCO to manage referrals and provide initial supervision for staff working with pupils with SEMH needs • Work closely with Alliance to facilitate workshops for parent's and pupils to support their Social, Emotional and Mental Health needs. Medium-term • EP service actively works with vulnerable pupils and provides guidance for staff and parents. • Fully embed the Mindfulness Programme school-wide and track pupil engagement and response. • ELSA delivers individual and small-group support for pupils with SEMH needs, focusing on disadvantaged pupils. • Wellbeing Coordinator provides ongoing supervision and guidance for staff supporting pupils with complex SEMH needs. Long-term: • SEL support is fully integrated into the school curriculum, contributing to improved resilience and wellbeing for disadvantaged pupils. • The EP service is fully embedded as a routine support, helping staff anticipate and respond to emerging needs. • Mindfulness practice is a consistent part of daily school life, contributing to improved self-regulation and emotional wellbeing. • ELSA role is fully established, providing sustained, measurable impact on pupils' social and emotional development. • Wellbeing Coordinator ensures a coordinated, strategic approach to SEMH support, strengthening staff skills and family-school partnerships.	[Social and emotional learning | EEF](#) Implementing SEL approaches in schools has been shown to have a positive impact, with EEF evidence suggesting an average gain of 3 **additional months of academic progress** over the course of a year. These approaches also help enhance pupil confidence, resilience, and positive relationships.	5
Ensure pupils and families receive proactive, high-impact support that goes beyond statutory safeguarding duties, providing timely, personalised interventions and practical assistance to promote well-being and resilience. Short-term: • Sustain and, where necessary, increase the capacity of the safeguarding team to respond promptly to pupils' needs.	Analysis of school-based data indicates a clear need for increased accessibility of safeguarding team members, enabling them to meet, respond, reassure, and signpost parents at any time without an appointment.	6

- Factor release time into timetables so team members can attend meetings, conduct home visits, carry out welfare checks, and complete Early Help Assessments.
- Ensure a safeguarding team member is available to meet or respond to parents without appointment to offer reassurance, guidance, and signposting to relevant services.
- Provide emergency support, such as clothing and essential household items, when needed.
- Hold weekly safeguarding team meetings to triage new cases, review existing cases, and allocate responsibilities efficiently.

Medium-term:

- Maintain consistent safeguarding team capacity to offer high-level support for complex cases.
- Continue scheduled release time to allow staff to carry out all planned interventions, meetings, and assessments.
- Implement regular monitoring and review of Early Help plans to track pupil progress and adjust support strategies.
- Strengthen family engagement by providing ongoing reassurance, guidance, and access to services as needed.
- Build partnerships with external agencies and services to provide comprehensive support, including mental health, social care, and enrichment opportunities.

Long-term:

- Ensure the safeguarding team remains a well-resourced, integral part of the school structure to provide timely and responsive support.
- Continue to allocate release time for all safeguarding activities, enabling proactive intervention rather than reactive response.
- Maintain systems for emergency support and parental engagement to ensure families feel consistently supported.
- Regularly review the impact of safeguarding interventions on pupil well-being, attendance, and academic outcomes.
- Foster a culture of resilience and independence in pupils, while maintaining strong family-school partnerships and ongoing access to guidance and services.

Total budgeted cost: £333,107

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year by drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged at national level.

2025 Attainment Outcomes

In 2025, outcomes for disadvantaged pupils at Brougham Primary were consistently strong, with attainment broadly in line with or above that of disadvantaged pupils nationally across all key stages.

Early Years Good Level of Development (GLD): Disadvantaged Pupils vs. National Disadvantaged and National 'Other'
- Cohort profile: 59% of the cohort are Disadvantaged (20 pupils: 7 boys, 13 girls)
- Outcomes: 55% (11/20) of Disadvantaged pupils achieved the GLD
- Context of Disadvantaged pupils who did not achieve a GLD (9 total):
  - 5 pupils with complex SEND
  - 3 new starters (late entry)
  - 1 pupil identified as PA (persistent absence – current attendance team focus)

School's Disadvantaged pupils are in line with Disadvantaged pupils nationally.
The gap between School Disadvantaged and National 'Other' (72%) is in line with national attainment rates.

Y1 Phonics Screening Check School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 75% of pupils are Disadvantaged (33 pupils 18 boys and 15 girls).
- Outcomes: 73% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 74% of Disadvantaged pupils have achieved the expected standard in the PSC.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (67%).
The gap between School Disadvantaged and National 'Other' (83%) is narrower than the national attainment rates.

KS1 Reading School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 62% of pupils are Disadvantaged (21 pupils - 9 boys and 12 girls) of which 5 pupils have complex SEND
- Outcomes: 52% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 57% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (51%).
The gap between School Disadvantaged and National 'Other' (72%) is narrower than the national attainment rates.

KS1 Writing School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 62% of pupils are Disadvantaged (21 pupils - 9 boys and 12 girls) of which 5 pupils have complex SEND
- Outcomes: 57% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 57% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (41%).
The gap between School Disadvantaged and National 'Other' (63%) is narrower than the national attainment rates.

2025 KS1 Maths School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 62% of pupils are Disadvantaged (21 pupils - 9 boys and 12 girls) of which 5 pupils have complex SEND
- Outcomes: 52% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 59% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is in line with Disadvantaged pupils Nationally (52%).
The gap between School Disadvantaged and National 'Other' (73%) is in line with the national attainment rates.

2025 Multiplication Tables Check (Year 4) School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 58% of pupils are Disadvantaged (21 pupils 9 boys and 12 girls)
- Outcomes: 58% of Disadvantaged pupils Achieved full marks (25/25).
- Over the last three years 51% of Disadvantaged pupils have achieved the 'Standard of Interest' (25/25)

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (25%).
The School Disadvantaged attainment rate is higher than the attainment rate of National 'Other' (37%)
The average score of Disadvantaged pupils who took the MTC is 23.3 (out of 25) this is higher than National Disadvantaged (18.9) and higher than National other (21.3) attainment rates.

2025 KS2 Reading School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 77% of pupils are Disadvantaged (34 pupils - 22 boys and 12 girls) of which 7 pupils have complex SEND
- Outcomes: 76% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 73% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (64%).
The gap between School Disadvantaged and National 'Other' (80%) is narrower than the national attainment rates.

2025 KS2 Writing School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 77% of pupils are Disadvantaged (34 pupils - 22 boys and 12 girls) of which 7 pupils have complex SEND
- Outcomes: 68% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 67% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (67%).
The gap between School Disadvantaged and National 'Other' (83%) is narrower than the national attainment rates.

2025 KS2 Maths School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 77% of pupils are Disadvantaged (34 pupils - 22 boys and 12 girls) of which 7 pupils have complex SEND
- Outcomes: 79% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 74% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (64%). The gap between School Disadvantaged and National 'Other' (81%) is narrower than the national attainment rates.

KS2 GPS School Disadvantaged vs National Disadvantaged and National 'Other'
- Cohort profile: 77% of pupils are Disadvantaged (34 pupils - 22 boys and 12 girls) of which 7 pupils have complex SEND
- Outcomes: 53% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 58% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is lower than Disadvantaged pupils Nationally (67%). The gap between School Disadvantaged and National 'Other' (82%) is wider than the national attainment rates. *However, outcomes were lower for all pupils in this test, not just disadvantaged pupils. Analysis shows that this was largely due to the spelling element, which has been identified as an area of improvement across the school. This issue has been prioritised within the School Development Plan to ensure improvements for all pupils.*

KS2 RWM combined School Disadvantaged vs National Disadvantaged and National 'Other' (2024)
- Cohort profile: 77% of pupils are Disadvantaged (34 pupils - 22 boys and 12 girls) of which 7 pupils have complex SEND
- Outcomes: 65% of Disadvantaged pupils achieved the expected standard.
- Over the last three years 66% of Disadvantaged pupils have achieved the expected standard.

School Disadvantaged pupils' performance is better than Disadvantaged pupils Nationally (51%). The gap between School Disadvantaged and National 'Other' (70%) is narrower than the national attainment rates.

2025 Attendance Outcomes

A key strand of the Pupil Premium strategy focused on improving the attendance of disadvantaged pupils. Targeted processes and interventions were implemented to address both overall attendance and persistent absenteeism.

- **Overall attendance** for disadvantaged pupils in 2024–2025 rose to **93.4%**, which is both **above the national average for disadvantaged pupils of 91.6%** and a clear improvement from **91.7% in 2023–2024**.
- **Persistent absenteeism** among disadvantaged pupils reduced significantly, now at **20% of the cohort**, which is well **below the national figure for disadvantaged pupils of 29%** and demonstrates strong progress from **33.5% in 2023–2024**.

The processes in place were highly effective in raising attendance outcomes for disadvantaged pupils. The significant year-on-year improvement demonstrates that the strategy successfully targeted and reduced barriers to attendance. Importantly, the outcomes achieved not only exceed the school's previous performance but also surpass national averages, evidencing that disadvantaged pupils at Brougham Primary School are benefitting from attendance support that is both strategic and impactful.

The reduction in persistent absence from **33.5% to 20%** is particularly significant, reflecting the success of proactive interventions and parental engagement in sustaining regular attendance.

Impact of Pastoral Support

Pupil voice indicates that disadvantaged pupils enjoy coming to school and feel well supported by staff. They report positive relationships with adults, feel listened to, and value the pastoral and academic support available. This reflects the school's inclusive culture and the effectiveness of strategies in place to meet their needs.

Ofsted (November 2024) reported:

'*The school is at the heart of the local community. It provides pupils and their families with exceptional pastoral care and support. It values pupils for who they are, develops pupils' character and instils in pupils' a respect for all. This is a truly welcoming school that celebrates pupils' achievements.*'

'*The school has high aspirations for its pupils. It works with determination and intelligence to remove any barriers to pupils' success. Pupils achieve well. They work hard in lessons and show an interest in their learning. The school prepares pupils well for the next stage of their education*'

Summary and Next steps:

Disadvantaged pupils achieve well here; this underlines the effectiveness and equity of our Pupil Premium Strategy. Moving forwards, we will sustain improvements in attendance while prioritising high-quality adaptive teaching and oracy development, supported by a strong pastoral and enrichment offer that secures the best outcomes for all disadvantaged pupils in Brougham Primary School.

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
Read,Write Inc	R,W inc
Nuffield Early Language Intervention	NELI
TT Rockstars	Maths Circle Ltd
Accelerated Reader	Renaissance
Marvellous Me	Marvellous Me Ltd

Service pupil premium funding (optional)

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