

# Pupil premium strategy statement – Brookside Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025, 2026, 2027
Date this statement was published	17/12/2025
Date on which it will be reviewed	17/12/2026
Statement authorised by	Grace Brown
Pupil premium lead	Grace Brown
Governor / Trustee lead	Steve Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,281
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£92,281

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Vision for Pupil Premium at Brookside**

At Brookside Primary School, we are committed to ensuring that every pupil, regardless of their background or the challenges they face, makes strong progress and achieves high attainment across all curriculum areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to reach this goal, including those who are already high attainers.

We recognise that some pupils face additional barriers to learning. At Brookside, we understand that education is a powerful tool for social mobility, and we have a responsibility to ensure all children reach their full potential.

### **Our Approach**

**Quality-first teaching** sits at the heart of our strategy. We know this has the greatest impact on closing the disadvantage attainment gap, whilst also benefiting all pupils in our school. Where needed, we provide targeted intervention in the areas where disadvantaged pupils require additional support.

Our approach is both responsive and proactive. We address:

- Common challenges facing disadvantaged pupils
- Individual needs of each child
- Academic gaps through evidence-based interventions
- Personal well-being and pastoral support

### **Whole-School Responsibility**

Pupil premium is a whole-school priority at Brookside. Every member of staff takes responsibility for disadvantaged pupils' outcomes and maintains high expectations of what they can achieve. We are committed to ensuring that whilst disadvantaged pupils make accelerated progress, the attainment of all other pupils continues to improve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with phonics than their peers.
2	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with Reading development than their peers.
3	Assessments and observations indicate that disadvantaged pupils can have greater difficulties with Writing skills than their peers.
4	Observations and discussions suggest that disadvantaged pupils often have struggles with their emotional well-being and mental health.
5	Discussions show that disadvantaged children often struggle to access the wider curriculum and enrichment activities.
6	Children whose parents may be eligible for PP funding can find it hard to realise this and apply for it.

## 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
To improve phonics scores in KS1 among disadvantaged pupils.	Year 1 phonics test scores show continued improved results for our disadvantaged pupils. KS1 SAT Reading scores are improved. To continue upward trend of PP pupils getting GD. Year 2 Phonic check shows PP pupils passed the check this time, if not in Year 1.
To continue to improve Reading attainment among disadvantaged pupils.	KS1 and KS2 SAT Reading scores show an improved percentage of disadvantaged children meet the expected standard.
To improve Writing attainment among disadvantaged pupils.	Overall writing attainment data shows an improved percentage of disadvantaged children meeting the expected standard.
To achieve and sustain improved well-being for all pupils (particularly our disadvantaged pupils)	Sustained high levels of well-being as demonstrated by ELSA feedback working alongside the Mental Health support

	team, attendance records and teacher observations.
To ensure a high percentage of disadvantaged children take part in enrichment activities.	Attendance figures on trips, in clubs, in Pre and Aftercare and Peripatetic music lessons.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision staff training	Supporting pupil wellbeing, encouraging engagement at school and the importance of attendance in education	4, 5
'Reading Eggs' reading intervention bespoke programme	Recommended by EEF <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Mental Health Support Teams in Schools	Recommended by the NHS <a href="https://www.leicestershire.nhs.uk/mental-health-support-teams-in-schools">Mental Health Support Teams in Schools (MHST) - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)</a>	4, 5

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

Budgeted cost: £63,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led intervention	Recommended practices by the EEF:	1, 2, 3

	<a href="https://educationendowmentfoundation.org.uk/improving-literacy/key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/improving-literacy/key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
TA-led intervention	Recommended practices by the EEF:  <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

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

Budgeted cost: £26,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Supporting pupil wellbeing, encouraging engagement at school and the importance of attendance in education	4, 5
Happy Lunchtimes	Providing pupil engagement in social activities during lunch. Encouraging team building.	4, 5
Pre/Aftercare	Improving attendance and allowing parents to work longer hours and therefore provide for children.	4, 5
Peripatetic music lessons	Ongoing engagement in the take-up of instrument tuition	4, 5
Trips and residentials	Providing support for pupils to build their cultural capital	4, 5
School uniform	Enabling children to feel part of the school community through the shared uniform	4, 5
Violence Reduction Network	Working with older children, encouraging self-regulation and personal responsibility (violence is never the answer)	4, 5
Information Sharing	Work with parents who may need support to apply for PP funding, moreover help them identify their own need for this.	1, 2, 3, 4, 5, 6
IT accessibility on I pads to help children with language development linked to Voice 21 work	<a href="https://gov.uk/government/news/new-curriculum-to-give-young-people-the-skills-for-life-and-work">New curriculum to give young people the skills for life and work - GOV.UK</a>	1, 2

**Total budgeted cost: £92,281**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Over time, our PP children perform as well as non-PP children. Brookside endeavours to ensure our PP children are ready for the transitional phase to secondary school.*

#### *KS2 SATS – Reading – 60 pupils*

	<i>Below</i>	<i>Not At Standard</i>	<i>At Expected</i>	<i>Greater Depth</i>
<i>PP</i>	-	<b>1</b>	<b>8</b>	<b>4</b>
<i>Non-PP</i>	-	<b>0</b>	<b>25</b>	<b>22</b>

#### *KS2 SATS – Writing – 60 pupils*

	<i>Below</i>	<i>Not At Standard</i>	<i>At Expected</i>	<i>Greater Depth</i>
<i>PP</i>	-	<b>1</b>	<b>10</b>	<b>2</b>
<i>Non-PP</i>	<b>1</b>	<b>0</b>	<b>36</b>	<b>10</b>

#### *KS2 SATS – Grammar – 60 pupils*

	<i>Below</i>	<i>Not At Standard</i>	<i>At Expected</i>	<i>Greater Depth</i>
<i>PP</i>	-	<b>1</b>	<b>3</b>	<b>9</b>
<i>Non-PP</i>	-	<b>1</b>	<b>5</b>	<b>41</b>

## KS2 SATS - Maths

	<i>Below</i>	<i>Not At Standard</i>	<i>At Expected</i>	<i>Greater Depth</i>
<i>PP</i>	-	1	6	6
<i>Non-PP</i>	1	1	24	21

## KS1 – Reading – 58 pupils

	<i>Below</i>	<i>Age Related</i>	<i>Above Related</i>	<i>Age Related &amp; Above</i>
<i>PP</i>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<i>Non-PP</i>	<b>1</b>	<b>11</b>	<b>29</b>	<b>9</b>

## KS1 – Writing – 58 pupils

	<i>Below</i>	<i>Age Related</i>	<i>Above Related</i>	<i>Age Related &amp; Above</i>
<i>PP</i>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>
<i>Non-PP</i>	<b>5</b>	<b>13</b>	<b>27</b>	<b>5</b>

## KS1 - Maths

	<i>Below</i>	<i>Age Related</i>	<i>Above Related</i>	<i>Age Related &amp; Above</i>
<i>PP</i>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<i>Non-PP</i>	<b>1</b>	<b>11</b>	<b>30</b>	<b>8</b>

*Please note this data excludes pupils in our DSP (Riverbank)*



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Mental Health Support Team	NHS
Violence Reduction Network	Leicestershire LA

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

**Further information (optional)**