



PUPIL PREMIUM

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

School overview

Detail	Data
School name	Brooklands Primary School
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024, 2024 -2025, 2025-2026
Date this statement was published	27 th October, 2025
Date on which it will be reviewed	27 th October, 2026
Statement authorised by	Sarah Armstrong
Pupil premium lead	Sarah Armstrong
Governor / Trustee lead	Claire Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540.
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	£54,540

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of Intent

Brooklands Pupil Premium Strategy

Our main objective is for all children to achieve equally: to do as well academically and to thrive socially. Different starting places do not determine end goals. Children must not be disadvantaged as a result of their socio-economic context.

Our ultimate objectives are to:

- Remove any and all barriers to learning.
- Close attainment and progress gaps between all groups of children.
- Ensure ALL children learn to read following a SSP which develops fluency and leads to a love of reading and enables them to access the whole curriculum.
- Support language and vocabulary development to support effective communication as well as the ability to access the whole curriculum
- Support self-esteem through problem solving; developing communication and social skills; understanding of the world, building resilience through mistake making and learning from one another; the promotion of independence and instilling pride in our learning whilst sharing it with a range of audiences.

Our Pupil Premium spend is based on high-impact, research-based recommendations from the Education Endowment Foundation and The Sutton Trust.

Barriers to learning:

- Children start school at a lower level than their peers.
- Families do not have access to books and resources in a plentiful way.
- Children start school with poorer speech and language skills than their peers.

Achieving Our Objectives:

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Ensure systems for attendance are robust.
- Provide all staff with high quality CPD to ensure a shared language and approach to phonics teaching.
- Further invest in high quality texts as well as fully decodable ones.
- Further invest in the use of technology and apps including Times Tables Rockstars.
- Provide all staff with high quality CPD on vocabulary teaching, high quality teaching (through agreed pedagogical approaches including modelling, dual coding and recall) and the teaching of reading.
- Provide all staff with high quality CPD on behaviour strategies; particularly to support children with additional needs.
- Hold targeted progress meetings to track progress and ensure the early identification of issues.
- Produce detailed analysis after all assessments (end of units and phonics).
- Provide interventions and 'keep up' sessions for targeted children.
- Provide appropriate nurture support through qualified learning mentors.

This is not an exhaustive list and strategies will evolve depending on the issues and barriers which arise.

Key Principals:

We will ensure High Quality Teaching (HQT) through effective universal provision, adaptive teaching and assessment meets the needs of all children through a rigorous analysis of data, pupil voice and outcomes. Pupil premium children will be especially monitored and referenced during pupil progress meetings to ensure they are progressing and individual lapses are identified and addressed.

Challenges

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

Challenge number	Detail of challenge
1	Children entering Brooklands at low starting places, particularly in communication, language and literacy and with a paucity of vocabulary. This impacts on phonics teaching and attention and listening skills.
2	Children entering Brooklands with low levels of resources, including books of the correct level.
3	Children unable to access technology and make use of apps.
4	The growing aspiration gap between disadvantaged and non-disadvantaged, meaning experiences are not aligned.
5	Some children find self-regulation, critical thinking, reasoning and problem solving challenging.

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
Reduce the gap between non PP and PP children's attainment, particularly at GDS.	Data from the end of KS2 shows a parity between non PP and PP.

Little Wandle Letters and Sounds being embedded increases the percentage of PP children passing the Phonics Check.	Consistency of language, approach and practice. Three year increase in the Y1 Phonics Check and evidence of application in reading and writing.
Little Wandle Letters and Sounds being embedded increases the percentage of PP children reaching EXP and GDS in reading and writing.	Three year increase in the percentage of PP children reaching EXP and GDS in reading and writing.
All children, without complicating factors, are fluent readers by the end of KS1.	All children are accessing Big Cat Collins books from Year 2 upwards. We use the Collins Fluency Assessment to ensure levels are accurate and progress is tracked to ensure a three year increase in the percentage of children in KS2 reading at EXP and GDS.
Write Dance supports fine motor control and letter formation in the Early Years.	Three year increase in the percentage of children able to form letters in order to write.
Interventions to support fine motor control in KS1 and KS2	Three year increase in the percentage of children able to form letters in order to write.

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Together for Twos spaces offered in Nursery	Children accessing high quality provision with trained staff, high quality resources, books to borrow and interactions with peers and trained adults.	1, 2, 4, 5

Brooklands 0-3 programme	Early intervention and support for parents to inform strategies they may use at home and direct them towards external services for advice	1, 2
Write Dance implementation and training updates (new teachers and refreshers)	A proven strategy to support gross and fine motor control.	1, 4
Oracy and Adult Interactions training (throughout the year online and in person during twilight meetings)	C&L data from Reception ELGs, EEF evidence to support the impact of high quality adult interactions and staff trained to support this	1, 5
Little Wandle Letters and Sounds – whole School Approach continuous improvement.	Data for phonics and % of emergent readers informs us this is the correct approach	1, 2, 4
Little Wandle Letters and Sounds – for K.S.2	Capturing children in K.S.2 who have not mastered phonics supports reading progress.	1, 2, 4
The purchase of Collins books (updating stock)	Proven to impact on reading attainment	1, 2, 4
Adoption of Reading Plus-targeted assistive technology to support reading fluency and comprehension for KS2	Proven to impact on reading attainment through a consistency of approach.	1,2, 4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions, reading, writing, maths	Data analysis driven targeted approach	1, 2, 4, 5

Cost towards small group interventions to support self-regulation led by our learning mentors	Use of ELSA recognised interventions.	4, 5
NELI (Nuffield Early Language Intervention)	Speech and language support for children who require additional support	1, 5
Early screening and SALT intervention in EYFS and KS1	Early identification of potential barriers and follow up interventions	1

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

Budgeted cost: £5,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of knowledge organisers and the explicit teaching of vocabulary.	Proven to support cued recall and long term retention	1, 2, 3, 4, 5
Attendance support - advisory service, additional support e.g. subsidised wraparound care	Incentives to improve attendance	6
My concern	A comprehensive system to ensure DSLs provide early help to our most vulnerable families	5, 6
Big Outcomes	Supports community cohesion, aspiration and children's life and functional skills	4, 5
Emotional Literacy scheme	Research shows this supports children with self-regulation, communication, empathy, resiliency and in turn impacts positively on their academic attainment (EEF research on S&EL)	1, 4, 5

Total budgeted cost: £54,540

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.

Intended Outcome	Review	Next steps
For attainment gap to close between children in receipt of the PP and those who are not	PP children are highlighted in progress meetings; in some classes, the gap has been closed i.e. PP children are attaining as well as their non-PP peers; This is not yet consistent in all classes	To ensure PP children are identified in progress meetings are targeted for support as necessary; Teachers to track their PP and disadvantaged children, identifying gaps in attainment quickly and addressing them through adaptive teaching
For children to attend school and successfully access learning in the classroom.	Persistent absence for PP children remains a focus; AAO support has shown impact; school support for these families has shown impact in some cases and is an improving picture; there is triangulation between attendance and safeguarding, raising the profile and focus on key families and children.	Attendance monitoring to continue and to be actioned with more consistency as well as over 10 week periods (i.e. taking holidays into account) School to continue to support families with children at risk of having persistent absenteeism in a timely manner through regular and robust monitoring
Children become capable successful readers	PP children achieving at or above expected in reading at KS2 is 70% compared to 94% non-PP (10 children) PP children achieving at or above expected in reading at KS1 is 50% compared to 82% non-PP (8 children) Children who passed the phonics screening check: 40% PP children compared to 100% of non-PP children (5 children)	More consistent approach to phonics teaching is now in place (Head of School- HoS- leading on this); Reading volunteers supporting KS2 readers; Extended Day to be prioritised for disadvantaged children (including PP children) in upper KS2; Reading fluency assessed throughout the year and is a focus for HoS monitoring and support; Reading plus programme targeting KS2 PP children with

		intervention support and focus Lexia programme in place for children who are not yet fluent readers in KS2 Phonics catch up support for those children who did not pass screening check in Y1; phonics teaching continuing into Year 2 into the Autumn term
Increase the number of children working at or above ARE across reading, writing and maths.	Tracking children working at or above across the three areas shows improvement as the children move through the school i.e. KS2 results improve upon KS1 data; however, this tracking is not consistent for each year group.	Pupil progress meetings are regular and robust in targeting PP children and disadvantaged children as a focus; Assessment opportunities in these three areas are robust, analysed and interventions with SMART targets are in place Use of tech supports regular forensic data analysis to ensure teachers are intervening and supporting progress over time
To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress	Leadership are aware of and put support in place for individual children as needed, triangulating safeguarding, academic progress, well being and attendance allowing more children to make good progress (KS2 data being a monitor for this)	Leadership to triangulate safeguarding, SEND, attendance and progress meeting identification of need for individual children using robust systems with quality assurance through Trust level systems.

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
TTS Rockstars	Maths Circle
White Rose Maths	White Rose Maths
Little Wandle (Letters and sounds revised)	Little Wandle

Maths Whizz	Maths Whizz
Reading Plus	Daisy Education
IXL (Maths)	IXL