

Pupil Premium Strategy Statement. Brownsover Community 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	120
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	December 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Elisa Basnett (Headteacher)
Governor / Trustee lead	Susan Wilson (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,220.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£46,220.00

Part A: Pupil premium strategy plan

Statement of intent

At Brownsover Community School, we are determined to give pupils who are in receipt of pupil premium funding every opportunity to progress academically and socially and fulfil their potential. We know that each of our pupils experience distinct barriers to learning and we endeavour to take account of the needs of individuals, providing tailored and specific support. We want to ensure that social disadvantage does not limit the life chances of our pupils, and we will provide rich and varied learning opportunities that will impact their engagement, progress and attainment and create life-long learners.

Our principles in allocating Pupil Premium funding are to:

- Narrow the attainment gap between our disadvantaged and non-disadvantaged pupils
- Make good or better than expected progress for our disadvantaged pupils and those at risk of not being able to thrive,
- Support learner's emotional well-being so they are 'ready to learn' and can maximise the opportunities school offers.
- Enrich the learning of our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- Engage parents in their children's learning so they can positively support learning whilst engaging with their child's education.
- Promote an aspirational and inclusive learning environment – where all pupils are encouraged to be successful, confident learners with aspirations for their future

We will achieve this by:

- Ensuring all our pupils experience high quality teaching that addresses their specific learning needs.
- Refining our targeted provision for lower attainers so they are prioritised to receive teacher time.
- Utilising 'catch up' programmes that are proven to impact on children's outcomes.
- Embedding our support for children's mental wellbeing
- Expanding our offer of nurture based provision to support mental wellbeing and self regulation of all
- Mentoring and championing our most vulnerable children.

- Enriching our curriculum and prioritising our disadvantaged pupils so they can access a wide range of opportunities.

NB: In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. For these reasons, the funding we receive will be used to target support where it is needed using our knowledge of the children, their families and their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap across phonics, reading, writing and maths
2	Social, emotional and mental health needs, including resilience and management of emotions
3	Attendance of Pupil Premium children
4	Behaviour and motivation for learning
5	Poor speech and language skills and development
6	Narrow range of experiences

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attainment for our disadvantaged children is at least in line with national averages</p> <p><i>Challenges 1, 4 and 5</i></p>	<ul style="list-style-type: none"> • All academic outcomes demonstrate no attainment gap between Pupil Premium children and their peers nationally, including GLD, Phonics Screening Check and end of KS1 outcomes. • Pupil Premium children receive academic and / or pastoral interventions as necessary.
<p>Pupil Premium children develop their growth mindset, resilience to challenges and demonstrate increased engagement with School</p> <p><i>Challenges 2 and 4</i></p>	<ul style="list-style-type: none"> • Pupil Premium children can articulate examples of when they embraced challenges or demonstrated persistence in learning. • Evidence from pupil reflections, and discussions indicates a positive shift in their attitudes toward learning and effort.

	<ul style="list-style-type: none"> • Teachers report increased willingness of Pupil Premium children to take risks, make mistakes, and learn from feedback. • Pupil Premium children demonstrate improved problem-solving skills, as observed in classroom activities and assessments.
<p>Attendance of Pupil Premium children improves and persistent absence reduces</p> <p><i>Challenge 3</i></p>	<ul style="list-style-type: none"> • The attendance of Pupil Premium children improves so that the gap with national attendance is closed. • There is a reduction in the proportion of Pupil Premium children at the persistent absence level. • Parents feel comfortable in approaching the school for support with any children who may be reluctant to attend.
<p>Pupil premium children are provided with a range of experiences and opportunities to broaden and improve their cultural capital</p> <p><i>Challenges 1 and 6</i></p>	<ul style="list-style-type: none"> • All Pupil Premium children participate in at least one cultural or extracurricular activity (e.g., theatre trips, museum visits, sports events, or workshops) each term. • A variety of activities, tailored to different interests and talents, are offered to Pupil Premium children throughout the year. • Pupil Premium children demonstrate new skills or knowledge gained through experiences, as evidenced in class discussions, written reflections, etc. • Teachers observe increased confidence and engagement from Pupil Premium children when discussing or applying knowledge related to cultural experiences.
<p>There is an improvement in the speech and language skills of Pupil Premium children, enabling them to communicate more effectively, access the curriculum, and engage confidently in classroom activities and social interactions.</p> <p><i>Challenges 1 and 5</i></p>	<ul style="list-style-type: none"> • Children demonstrate improved vocabulary, sentence structure, and clarity in speech, observed in classroom interactions and recorded work. • Children show an improved ability to follow instructions, answer questions, and participate in group discussions, as evidenced by teacher assessments and lesson observations. • There is a reduction in reliance on additional adult support for understanding and communication during 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: £5764.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing high staff training and CPD, including through the Alliance Gateway and cover costs	<p>High quality staff CPD is essential to develop both effective high quality first teaching and also subject leadership and to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.”</i> (Sutton Trust Report, 2011)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	Challenges 1 and 5
A robust whole school phonics and early reading approach	<p>A robust Phonics curriculum and early reading strategy has a positive impact on children’s future attainment, especially for those children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	Challenges 1 and 5
WELLCOMM– language and communication toolkit to be used to screen all children in EYFS	<p>See case study- ‘Sandwell Keeps Talking,’ with help from WellComm Early Years</p> <p>https://www.gi-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/</p> <p>The Education Endowment Foundation’s (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p> <p>https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf</p>	Challenges 1 and 5

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

Budgeted cost: £38,114.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and nurture interventions for those struggling in class full time	<p>https://educationendowmentfoundation.org.uk/news/new-eeef-report-6-recommendations-for-improving-behaviour-in-schools?</p> <p>The Education Endowment Foundation's Toolkit, a summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils, has an extensive evidence base to prove the efficacy of 14 out of 34 components. Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	Challenges 2 and 4
Small group tuition (including teacher and TA led sessions)	<p>Small group tuition in core subjects particularly in phonics, early reading and mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	Challenges 1 and 4
Use of specialist SEND advice and intervention, including diagnostic assessments of individual pupils to enable targeted support to employed most effectively	<p>The use of individualised educational plans supported by diagnostic assessments and observations impact positively on pupil progress in key areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	Challenges 1 and 5

<p>WELLCOMM speech and language interventions</p>	<p>See case study- 'Sandwell Keeps Talking,' with help from WellComm Early Years</p> <p>https://www.gl-assessment.co.uk/case-studies/sandwell-keeps-talking-with-help-from-wellcomm-early-years/</p> <p>The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds.</p> <p>https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf</p>	<p>Challenges 1 and 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6111.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted attendance work with key families and children</p>	<p>The DfE report on improving school attendance recommends resourcing attendance appropriately, including through the use of Pupil Premium funding.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>Challenge 3</p>
<p>1:1 Targeted support for children with anxiety or mental health issues</p>	<p>Removal of anxiety increases academic engagement and focus on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>Challenges 1, 2 and 4</p>
<p>Curriculum Enrichment costs</p>	<p>Families are supported where appropriate to ensure children are able to access cultural capital experiences and personal development opportunities they might otherwise not receive that are in addition to the curriculum offer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>Challenge 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
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Total budgeted cost: £ 49,990.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD

50% of R PP Pupils v. 71% ALL met the GLD standard

Phonics Screening Check Outcomes:

48% of Yr1 PP Pupils v. 71% ALL met the PSC standard

Reading outcomes:

66% Yr 2 PP pupils v. 77% ALL met KS1 outcomes

Maths outcomes:

66% yr2 PP pupils v. 75% ALL met KS1 outcomes

Writing outcomes:

66% yr2 PP pupils v. 79% ALL met KS1 outcomes

Our pupil support worker supported identified families. Our whole school pupil attendance for 23/24 was 92.7% v. 89% PP attendance.

Pupils know mental wellbeing is a normal part of daily life. Our curriculum offers a play-based approach in EY to enable pupils to develop their social and emotional learning. This ensured that pupils were ready to access the Yr 1 curriculum.

Owing to the high level of need, particularly in Year 1, we have begun to explore establishing a nurture based provision to meet the needs of those children who may require a different environment and approach to enable them to access our main stream setting.

High quality professional development continues with a focus on phonics and early reading.

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
Speech and Language Toolkit	Wellcomm
Synthetic Phonics Programme	Twinkl