

# Pupil premium strategy statement – Brookside Academy

September 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Brian Walton - Head teacher</i>
Pupil premium lead	<i>Sarah Ashford</i>
Governor / Trustee lead	Alex Tedford

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

#### **Pupil Premium Strategy Statement**

At Brookside Primary Academy, our intention is that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across all subject areas. Our Pupil Premium strategy is designed to support disadvantaged pupils to achieve this goal, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable pupils, including those with SEND, those who have a social worker, and young carers. The activities outlined in this strategy are designed to support their needs, whether or not they are eligible for Pupil Premium funding.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This has the greatest impact on closing the attainment gap and benefits all pupils. Our strategy is rooted in diagnostic assessment and responsive planning, not assumptions about disadvantage.

We are committed to:

- Early intervention at the point of need
- A whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes
- Raising expectations and ensuring teaching and learning opportunities meet individual needs
- Supporting socially disadvantaged pupils, including those not eligible for free school meals

## Challenges

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

Challenge number	Detail of challenge
1 <b>Evidence:</b> Attendance data	<p><b>Challenges in Attendance and Persistent Absence for disadvantaged children</b></p> <p>While overall attendance has improved, a persistent gap remains between disadvantaged and non-disadvantaged pupils. Though this has narrowed from almost 5% in previous years. In 2024–25, our Pupil Premium attendance stood at 92.4%, compared to 95.7% Overall- a 3.3% gap that reflects national trends but also highlights a meaningful disparity in access to learning.</p> <p>This gap is not merely statistical; it is symptomatic of deeper, systemic issues that disproportionately affect disadvantaged families. Pupils eligible for Pupil Premium are more likely to face a complex web of challenges that impact their ability to attend school regularly. These include:</p> <ul style="list-style-type: none"> <li>• Health-related absences, often linked to limited access to healthcare or ongoing physical and mental health conditions.</li> <li>• Transport difficulties, particularly for children who have long journeys.</li> <li>• Family instability, including housing insecurity, parental separation, or caring responsibilities, which can disrupt routines and reduce school engagement.</li> <li>• Economic pressures, such as parents working irregular hours or multiple jobs, which can affect morning routines and prioritisation of school attendance.</li> <li>• Lower levels of parental engagement, sometimes stemming from negative past experiences with education or language barriers.</li> </ul>
2 <b>Evidence:</b> KS2 SATs Phonics MTC	<p><b>Attainment Gaps: Summary Narrative</b></p> <p>The 2025 outcomes data highlights a mixed picture for Pupil Premium (PP) pupils. While there are areas of strength, particularly in early phonics and multiplication, significant gaps persist across core subjects especially in achieving greater depth.</p> <p><b>Strengths</b> include:</p> <ul style="list-style-type: none"> <li>• <b>Year 1 Phonics:</b> PP pupils outperform the national average (+4.7%) but remain 5.2% behind their peers.</li> <li>• <b>Year 4 Multiplication Tables Check:</b> PP pupils slightly exceed national performance, suggesting strong number fluency.</li> </ul> <p><b>Areas of Concern:</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Brookside Overall, 70% PP – 61.5% (GAP – 8.5%) <b>National</b> Overall 75% PP 62%</li> </ul> <p>Reading below national but PP gap very small. Reading needs to improve overall.</p>

	<ul style="list-style-type: none"> <li>• <b>Writing:</b> Overall, 75% PP: 69.2% (GAP – 5.8%) <b>National:</b> 78% PP: 59% (19% GAP) Again – writing needs to improve overall – PP was 10% higher than national.</li> <li>• <b>GPS (Grammar, Punctuation &amp; Spelling):</b> Overall 73.4% PP 61.5% (GAP – 11.9%)</li> <li>• <b>National</b> 73%PP 58% (GAP 15%) Results in line with PP children achieving just above national.</li> <li>• <b>Maths:</b> Overall, 78% PP 61.5% (GAP – 16.5%)</li> <li>• <b>National</b> 74% PP 61% (GAP – 13%) We have better overall outcomes but the GAP is bigger than national.</li> </ul>
<b>Evidence:</b> KS2 SATs	<p><b>Combined Reading, Writing and Math's</b></p> <p><b>Brookside Overall:</b> RWM combined 56.3% PP 53.8% (GAP – 2.5%)</p> <p><b>National Overall:</b> 62%PP 47% (GAP – 15%)</p> <p>Smaller GAP – but combined score lower than national – PP 6% higher than National.</p>

## 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 reduce the attendance gap between disadvantaged and non-disadvantaged pupils by addressing the underlying barriers to regular school attendance, ensuring equitable access to learning and improving overall engagement.	<p><b>Quantitative Measures</b></p> <p>Pupil Premium attendance improves from <b>92.4%</b> to at least <b>93.5%</b> by the end of the academic year.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils narrows from 3.3% to below 3%.</p> <p>Reduction in the number of disadvantaged pupils classified as persistently absent (attendance below 90%).</p> <p><b>Qualitative Measures</b></p> <p>Increased parental engagement through targeted communication and support (e.g. attendance workshops, home visits, translation services).</p> <p>Evidence of relational practice being applied consistently in attendance conversations and interventions.</p> <p>Improved pupil attitudes toward school, measured through pupil voice surveys and staff observations.</p> <p>Case studies showing successful intervention outcomes for pupils with complex barriers (e.g. transport, health, family instability).</p>

<p><b>Reading</b></p> <p>To raise overall attainment in Reading across the school, while maintaining a narrow gap between disadvantaged and non-disadvantaged pupils.</p>	<p><b>Success Criteria</b></p> <p>Overall Reading attainment improves from 70% to at least 75%, in line with national averages.</p> <p>Pupil Premium attainment improves from 61.5% to 70%, reducing the gap to below 5%.</p> <p>Increased engagement with reading through targeted interventions (e.g. guided reading, reading fluency programmes).</p> <p>Evidence of improved reading comprehension and vocabulary in pupil assessments and book scrutiny.</p>
<p><b>Writing</b></p> <p>To improve overall writing outcomes while continuing to support disadvantaged pupils to exceed national averages.</p>	<p>Overall Writing attainment increases from 75% to 78%, matching national levels.</p> <p>Pupil Premium attainment maintained or improved beyond 70%, sustaining a positive gap above national PP outcomes.</p> <p>Enhanced quality of writing, evidenced through moderation and pupil portfolios.</p> <p>Increased opportunities for develop writing and feedback, particularly for disadvantaged pupils.</p>
<p><b>GPS</b></p> <p>To maintain strong GPS outcomes while narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Overall GPS attainment remains at or above 73%.</p> <p>Pupil Premium attainment improves from 61.5% to 68%, reducing the gap to below 8%.</p> <p>Improved accuracy and confidence in grammar and punctuation in independent writing tasks.</p>
<p><b>Mathematics</b></p> <p>To reduce the attainment gap in Maths between disadvantaged and non-disadvantaged pupils while maintaining high overall outcomes.</p>	<p>Overall Maths attainment sustained at 78% or higher.</p> <p>Pupil Premium attainment improves from 61.5% to 68%, narrowing the gap to below 10%.</p> <p>Use of targeted support and additional teaching.</p> <p>Increased confidence and fluency in number and problem-solving, evidenced through pupil voice and assessment data.</p>

## 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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in High Quality Reading – whole class collaborative approaches.	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP Pupils not on track to ARE in Reading, Writing (GPS) and Mathematics in will receive interventions</p> <p>In Specialist Provision pupils not on track to make expected progress will receive additional reading intervention</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	2, 3, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Intervention Systems: Use real-time attendance tracking to identify patterns and intervene quickly.</p> <p>Attendance Mentors: Assign key adults to work with persistently absent pupils, building trust and routine within cohorts</p> <p>Flexible Start Programmes: Offer soft starts or breakfast clubs to ease transitions into the school day.</p> <p>Parent Engagement: Run workshops or drop-ins to support families with routines, transport, and understanding the impact of absence.</p>	<p>DfE Research (2022–2024): Shows a clear correlation between attendance and attainment, particularly in KS2 SATs. Pupils with attendance below 95% are significantly less likely to meet expected standards.</p> <p>Education Endowment Foundation (EEF): Highlights the impact of parental engagement and mentoring on improving attendance for disadvantaged pupils.</p> <p>Local Authority Data: Comparative attendance data can show how your school's trends align with or diverge from regional patterns.</p>	1
<p>Relational and Restorative Practices</p> <p>Daily Check-Ins and Check-Outs: Short emotional check-ins with key adults to build trust and regulate emotions.</p> <p>Restorative Circles: Regular class or small group sessions to discuss feelings, resolve conflicts, and build empathy.</p> <p>Restorative Conversations: Structured dialogues following incidents to repair relationships and reflect on choices.</p> <p>Peer Mediation Programmes: Train older pupils to support conflict resolution among peers.</p>	<p>EEF Behaviour Interventions Toolkit: Suggests that targeted behaviour interventions, especially those based on relational and restorative practices, can lead to improved academic outcomes.</p> <p>Ofsted Reports: Schools with strong behaviour cultures often show better engagement and progress among disadvantaged pupils.</p> <p>Internal Behaviour Logs: Your own school data can demonstrate patterns and improvements following specific interventions (e.g. behaviour support plans, staff training).</p>	1

**Total budgeted cost: £ £133,835**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Brookside Primary Academy has made progress in improving overall attendance. However, a persistent gap remains between disadvantaged pupils (Pupil Premium) and their peers. In 2024–25:

- **Overall attendance:** 95.7%
- **Pupil Premium attendance:** 92.4%
- **Gap:** 3.3% (down from nearly 5% in previous years)

This narrowing of the gap is encouraging and reflects national trends, but the remaining disparity still signals a significant barrier to equitable access to education.

#### Underlying Challenges

- **Health-related absences** due to high numbers of EHCPs at Brookside – Over 60
- **Transport difficulties**, especially for pupils with longer commutes or challenging behaviours on Transport
- **Family instability**, including housing insecurity and caring responsibilities.
- **Economic pressures**, such as irregular parental work schedules.
- **Lower parental engagement**, possibly linked to past negative educational experiences

These factors suggest that targeted, multi-agency support is essential to further reduce absence and improve engagement.

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of enriched activities to boost wellbeing, behaviour, attendance, and aspiration within the Academy day. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected, as well as focussing on where there was success.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. This included some visits to schools.

Pupil Premium leads looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. They also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.