

Pupil Premium Strategy 2025-28

This document details our school's use of Pupil Premium funding to help improve the attainment of our eligible pupils and, where appropriate, their ineligible peers who also require the same level of support.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we plan to spend our allocation of Pupil Premium funding, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Brookfield Park Primary School
Number of pupils in school	163 (including Nook and nursery provisions)
Number of Pupil Premium eligible pupils	66 (including Nook and Nursery provisions)
Proportion (%) of pupil premium eligible pupils	41%
Academic years that our current pupil premium strategy covers	2025-28
Date this strategy was first published	September 2025
Date on which it will be reviewed/updated	January 2026 June 2026 (with reflections ongoing)
Statement authorised by	Mrs Sarah-Jane Whiteside
Pupil Premium Lead	Ms Shelley Allard
Governor	Governing Team / Russell Hitchen

Assessment headlines

2025 Published data:						
End of KS2	Brookfield Park Primary School			National		
	PP	NPP	ALL	PP	NPP	ALL
Reaching expected standard+ in Reading	71%	86%	81%	17% points difference		75%
Reaching expected standard+ in Writing	71%	79%	76%	19% points difference		72%
Reaching expected standard+ in Maths	86%	86%	86%	20% points difference		74%
Reaching expected standard+ in GPS	71%	86%	81%	19% points difference		
Reaching expected standard+ in R, W & M				47%	69%	62%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,585
Other related grants/funding <ul style="list-style-type: none"> • Magic Breakfast 	£408
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 88,939

Pupil Premium Strategy

Statement of intent

At Brookfield Park Primary School, we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP/ Disadvantaged) pupils. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the Pupil Premium Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation. In order to develop an effective Pupil Premium Strategy we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching and learning is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation: (a) Implementation will be treated as a process, not an event; planned and executed in stages, and (b) We will create a leadership environment and school climate that is conducive to good and confident implementation.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year

proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership and support from all staff who work with such children. We aim to respond to implementation data to tailor and improve approaches.

Challenges (Barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Delayed communication and language skills
2	Social, emotional and mental health difficulties
3	Less-developed metacognition and self-regulation skills
4	Lack of parental engagement and family support – lacking effective role models at home
5	Poor attendance
6	Behaviour
7	Challenging/unstable home circumstances
8	Bereavement
9	SEND – including learning difficulties
10	Lack of availability of resources and access to opportunities/life experiences
11	Unmet basic needs – hunger/hygiene/sense of belonging/safety
12	Negative peer pressure inside and outside of school
13	Insecurity/fear of failing
14	Lack of self-motivation/self-respect

15	Parental and family difficulties - mental health and legal battles
16	One or more parents who work away for all or part of the week/month/year

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria	Ongoing review (Jan 2026) (June 2026)
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1, 9)	All PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this.	Lots of targeted support and high quality teaching is evident with good impact for our non-SEND pupils. Monitoring demonstrates that language barriers are being supported with positive outcomes as children in EY are developing their oracy skills very well – from their low starting points.
Apart from those with SEND and/or EHCP, all PP Pupils will pass the phonics screening by the end of Year 2. (1)	All PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps during Year 2.	Learning and attainment has been monitored for Autumn Term data and this will be repeated in Spring and Summer terms. We discuss and identify support set out during our SLT Pupil Progress meeting -along with its impact. We now look at individual cohorts in terms of the groups within the class – PP being one of these key groups discussed as well as individual children. This has proved an

		effective process.
Increased confidence and resilience in pupils. (2.3,10)	PP pupils will report an improved level of confidence and be able to discuss resilience strategies. This will be supported by our weekly role model focus'	<p>We work hard to promote resilience and confidence within our children. We actively encourage children to share their needs and celebrate and recognise when they overcome and work through challenges, with or without support.</p> <p>Role model certificates and recognition continue to be enjoyed by the children.</p>
Improved parental engagement. (4,7,10, 11, 15, 16)	<p>PP parents will increasingly report on children's reading. PP pupils who are not engaging with homework at home will, in agreement with parents, complete homework at homework club.</p> <p>PP parents will increasingly be active in showing engagement with the life of the school.</p>	<p>Parental engagement strategies are regularly discussed amongst staff and during official meeting times and informally day to day.</p> <p>Parents demonstrate confidence to approach us when they need support with their child and will communicate this in a number of ways.</p> <p>A lot of work has been carried out in promoting healthy relationships between parents and school and have seen a rise in parents attending whole school events. Our Learning Mentor is a strong link with our higher need parents in particular.</p> <p>We have established greater consistency in our empathetic and understanding approach to parents in that they establish good relationships with us which leads us to be able to support them effectively.</p> <p>Homework completion continues to steadily improve particularly amongst</p>

		non-SEND pupils – we ensure that children not engaging with home learning are supported with this in school.
Improved behaviour for learning (6, 13)	More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.	Behaviour across school is well established – our children are calm and engaged with their learning. Incidents of behaviour being a barrier to learning has drastically reduced. Nurture provision also hugely supports the positive behaviours we are encountering, whilst we still recognise that some of our pupils have significant behavioural needs and we work these children throughout each day. We are continuing to promote positive behaviour for learning strategies across our school.
Reduced proportion of persistent absentees. (5)	PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.	We adopt a whole school approach to improve average attendance, and work closely as a staff to celebrate attendance and support ways to improve this with our children and families.
Improve our learning environments to make them inviting and welcoming for our children and a good place to learn (1,2,3, 13)	Our learning environments will be warm, celebratory and a rich environment to learn in. Children will feel safe and calm	Classrooms have transformed and are now much more inviting and engaging. Children will enjoy their time in class and the learning environments represent them more evidentially.

Part A: Activity in this academic year (2025-26)

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £3,900

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Continuous Professional Development (1,2,3,6,7,9,10)</p> <p>High quality teaching for all – strategies implemented into teaching practice, including a focus on adaptive teaching to meet the needs of all of our pupils.</p> <p>Metacognition and self—regulation The PP Lead will research training in this area and look to attend and implement into school – and across our new links with new schools.</p> <p>Staff will attend CPD training sessions</p> <p>PP Champion will lead and contribute to staff meetings and liaise with staff regarding regular updates of challenges, behaviour, attendance and academic achievement, barriers to learning and progress of the PP children in their classrooms.</p> <p>PP Champion will work closely with our</p>	<p>The Education Endowment Foundation’s reviews on ‘Special Educational Needs in Mainstream School’ found strong evidence that explicit instruction, scaffolding, flexible grouping, adaptive teaching and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of 7months additional progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	<p>All PP pupils show basic knowledge and understanding of how they learn best</p> <p>Weekly logged negative behaviour incidents on CPOMS will continue to reduce by July 2026 (this does not include children with identified specific behavioural difficulties.)</p> <p>PP Lead and Reception class teacher will be involved in an EEF led 2 year research program and ensure that lessons learned will be implemented within our own school setting.</p>

FORWARD school links to share, create and implement good practice for Brookfield Park Primary and the wider cluster of schools across West Lancashire – involving cover costs to release from class.		
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Intentions for 2025-28 – Teaching

During this period we will:

- Further develop all pupils’ understanding their own learning, and their ability to self-regulate effectively
- Implement an adaptive teaching process throughout the whole school subject teaching
- Develop oracy skills with our children across all year groups using EEF research and course findings

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

Approximate budgeted cost: £ 52,572

Activity (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Oral Language Intervention (1) EYFS language intervention provided by TA – we are looking to re-introduce an outside speech and language therapist into school – as previous impact proved very beneficial to the development of the children in EYFS and Y1.</p>	<p>On average, oral language interventions have a high impact on pupil outcomes. Robust evaluations have found that pupils who completed such interventions made on average 3 months of additional progress in language.</p>	<p>Average gain for PP pupils +3 months; with some of these pupils making >5 months progress over the year.</p>

<p>Estimated costs to cover Support staff/TA wages</p>		
<p>Phonics (1,3) Structured daily phonics programme implemented across the school. Focused phonic tutoring and peer tutoring approaches to be used to ensure any gaps in learning are closed quickly. Programs used in both KS1 and 2 Estimated costs to cover materials, training and Support staff/TA wages (supervision of groups)</p>	<p>Phonics approaches have been consistently found to have an average impact of an additional 5 months progress, Peer tutoring approaches have also been shown to have a positive impact on learning, with an average positive effect equivalent to 5 months additional progress within an academic year. Studies have identified benefits for both tutors and tutees.</p>	<p>Year 1 and 2 pupils will pass their phonics check (with some exception for SEND) Spelling will improve across the school. Y6 SPAG results 2026 will be at or above national average</p>
<p>Support staff /TA's (1,2,3,6,9,10)</p>	<p>EEF findings regarding the impact of teaching assistants includes the following...</p> <p><i>Moderate impact for moderate cost +4 months</i> <i>However, we've come to learn that whilst TAs are deployed in a mixed and flexible way that differs from school to school, generally they have two main objectives:</i></p> <p><i>Targeted deployment, in which TAs deliver targeted interventions to individual pupils or small groups, typically out of class, and;</i> <i>General deployment, where they provide general support in the everyday classroom environment.</i></p> <p><i>The research suggests that these approaches have vastly different impacts on pupil attainment.</i> <i>We should not forget, however, that attainment outcomes are not the only value that TAs bring to the general classroom environment.</i></p> <p><i>There is also evidence that working with TAs can lead to improvements in pupils' attitudes, as well as positive effects for teachers, in terms of supporting their overall workload and reducing stress.</i></p>	<p>Children across the school are impacted from targeted provision and support both on an academic scale and that of an emotional and well-being scale. Children will feel happy, safe and supported to come to school with more trusted adults being there to help them and their individual and group needs. Children will be supported with issues that may be arising from home alongside their mental health and encouraging and developing the children's coping strategies and resilience. TAs support the well-being of teaching staff in helping reduce stress and workload giving them the time and space to ensure that their teaching is of the highest quality.</p>

<p>Tuition (2,3,4)</p> <p>In school group and individual targeted work based on gaps in learning – to work 1:1 and with small groups.</p>	<p>Evidence from the Education Endowment Foundation shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at pupil’s specific needs. Therefore, effective diagnostic assessment is essential. Although small groups (2- 5 pupils) are most effective, evidence suggests, the quality of teaching in small groups may be as, or more important than, the precise group size. It is also important to consider the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p>	<p>More than 90% of PP pupils will make the expected level of progress in all curriculum areas (not including some SEND pupils).</p>
<p>Intentions for 2025-28 – Targeted academic support</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Establish our use of our Phonics programs, and look into further extension programmes to maintain progress for PP pupils across KS2, particular supporting the children to meet the phonics check standard and the phonics re-check • Targeted group work will be led by the teacher and closely shared and supported with the class TA’s. Any relevant training will be delivered either with school teaching staff and/or where relevant outside courses from the Portal and sharing and observing good practice <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section.</i></p>		

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

Approximate budgeted cost: £ 19,335

Activity	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Improve attendance (5)</p> <p>Identified attendance support team – including Learning mentor, SEND lead, office staff</p>	<p>The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address</p>	<p>PP pupils’ average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term. This includes a letter</p>

<p>Monitor attendance and implement identified strategies.</p> <p>Support staff wages.</p> <p>Breakfast club provision (free to PP children as PP funding covers their costs)</p>	<p>any barriers they face in getting their children to school. Some children are collected from home on occasions where parents are having significant difficulties with their own children.</p> <p>An effective remote learning policy is in place, in the event of pupils requiring to access remote learning due to adverse weather conditions/school closures etc.</p>	<p>home, liaising with parents and children. We understand that illness/ongoing health issues can have an impact on attendance and we will endeavour to be sensitive of this.</p> <p>Children will begin the day fed, settled and ready for the day ahead.</p>
<p>Improve our learning environments to make them inviting and welcoming for our children so that they can enjoy a cosy environment to learn in.</p>	<p>Evidence based on research and from looking at such strategies in schools across the country. Impact is evident and strategies are implicated in our school to drive a change in our learning environments.</p>	<p>Classrooms will transform and be more inviting to engage the children and their learning. Children will enjoy their time in class and it will represent them more evidentially.</p>
<p>Developing social and emotional learning. (2,10)</p> <p>Introduction of the nurture room provision for a variety of needs that can challenge children’s progress. This provision follows a strict daily timetable and needs are supported on an individual basis.</p> <p>Embed social and emotional learning into the school culture – through weekly circle time, PSHRE learning, classroom and school ethos and new behaviour policy.</p> <p>Support staff/TAs</p> <p>Learning Mentor and support staff – liaising regularly with families and</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to 4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>Nurture children will access their learning much more readily, increase their life and social skills and make more progress across reading, writing and maths.</p> <p>More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease. Weekly logged negative behaviour incidents on CPOMS reduce by July 2022.</p> <p>Targeted learning in KS2 to build pupil’s confidence and resilience where needed – Learning mentor and teaching assistants will intervene where necessary.</p>

<p>children and supporting them in a variety of ways</p>		<p>Support staff/TAs provide an extra adult to listen, care and support the children.</p> <p>Learning mentor supports families daily.</p>
<p>Parental engagement approaches (4,7) Learning Mentor, teaching staff and TA staff – liaising regularly with families and children and supporting them in a variety of ways</p> <p>Breakfast club provision.</p> <p>School will help to pay for aspects of school uniform eg shoes, skirts, shirts, jumpers purchased.</p> <p>Support families financially to allow their children to attend a range of day trips, visits and special events.</p>	<p>Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months). Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from affluent backgrounds.</p>	<p>Parents will increasingly report on children’s reading through their reading diaries.</p> <p>Parents will be regularly updated about homework and expectations of home learning.</p> <p>Those children with difficult home life will be provided with a quiet and convenient time to access and complete homework at school</p> <p>Average progress for PP pupils whose parents participate make > 4 months additional progress on average in reading, spelling and maths-age testing.</p>
<p>Intentions for 2025-28 – Wider strategies</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Aim to move PP attendance to >95% by extending and improving attendance programmes • Encourage children to take increasing responsibility for their own learning with provision of time and support when required • Develop our learning environments to promote a calm environment for achievement and learning 		

These intentions will only be taken forward if data supports the actions and approaches chosen. Otherwise, revisions will be made to this section accordingly..

Total budgeted cost: £88,993

Part B: Review of outcomes in the previous academic year – 2024-25

Pupil premium strategy outcomes

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

Pupil Premium Strategy Review of last year's aims and outcomes (2024-2025)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria	Ongoing review (Jan 2025) (June 2025)
Improved level of communication and language skills by the end of the Early Years Foundation Stage. (1)	All PP pupils will be working at or above the expected level in Communication and Language by the end of Reception, unless their SEND prevents this.	<p>Lots of targeted intervention groupings and 1-1 support and programs are being followed, with good impact for our non-SEND pupils</p> <p>Communication and language skills continue to improve and the implementation of the ShREC approach from our 2 year course with myself and Reception class teacher has begun.</p>
Apart from those with SEND and/or EHCP, all PP Pupils will pass the phonics screening by the end of Year 2. (1)	All PP pupils will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions	Gaps in learning monitored for Autumn Term data and this will be repeated in Spring and Summer terms. All PP discussed and support set out during our SLT Pupil Progress meeting – PP

	planned to close these gaps during Year 2.	<p>provision map updated</p> <p>Phonics interventions continued to support the development of phonics across KS1 with evidence of good progress. High need children in Y2 proved difficult – we will continue support these children throughout further years and will be discussed at progress meetings and where necessary.</p>
Increased confidence and resilience in pupils. (2.3,10)	PP pupils will report an improved level of confidence and be able to discuss resilience strategies. This will be supported by our weekly role model focus'	<p>Role model certificates are being enjoyed by the children – this gives each class teacher a theme to work on each week.</p> <p>Children's roles within the classroom are in place and a culture of mistakes help us to learn will be promoted. Year 6 children have enjoyed their roles as Reception class buddies and this has had a great impact on resilience, empathy and confidence. Involvement in our KS2 show has also had a significant impact.</p>
Improved parental engagement. (4,7,10)	<p>PP parents will increasingly report on children's reading. PP pupils who are not engaging with homework at home will, in agreement with parents, complete homework at homework club.</p> <p>PP parents will increasingly be active in showing engagement with the life of the school.</p>	<p>Parental engagement strategies are regularly discussed amongst staff and during official meeting time. Parents demonstrate confidence to approach us when they need support with their child.</p> <p>A lot of work has been carried out in promoting healthy relationships between parents and school and we</p>

		<p>have had a drop in cases of parents demonstrating inappropriate behaviour to staff – however this remains and ongoing issue to work on with a small number of our parents.</p> <p>The turn out for our EYFS School Nativity performance was astounding!</p> <p>Homework completion continues to steadily improve particularly amongst non-SEND pupils.</p> <p>Parental engagement remains a key focus and adopting supporting roles for all of our families, in particular our higher need families is a team process. Our Learning Mentor plays a key role in making links and supporting our families.</p>
Improved behaviour for learning (6)	More than 90% of PP pupils will make the expected level of progress in all curriculum areas. The frequency of class teachers reporting behaviour as a barrier to learning will decrease.	<p>Behaviour across school has improved so much – our children are calm and engaged with their learning. Incidents of behaviour being a barrier to learning has drastically reduced. Nurture provision also hugely supports the positive behaviours we are seeing lots of as well as some of our children being invited to Kingsbury School for additional sensory work.</p> <p>Behaviour for our children is really good, they are ready learners and understand the importance of others too. They are able to communicate feelings and needs - socially and academically - in a variety of ways.</p>

<p>Reduced proportion of persistent absentees. (5)</p>	<p>PP pupils' average attendance will be above 95%. If attendance for an individual PP pupil does fall below 95% within a half term, planned interventions will ensure this improves for all pupils the following half term.</p>	<p>A lot of work is being implemented with our attendance team and whole school staff, to improve average attendance.</p> <p>Whole school approach and priority across all staff and this will be a SIP priority next academic year.</p>
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Service Premium funding

We currently have 3 service children, from the same family.

Measure	Details
<p>Service premium eligible pupils (a family of 3) are regularly supported in class with class teacher, TA and also our Learning Mentor (when applicable.)</p>	<p>Funding was spent on staffing our service premium funded pupil in a pastoral and learning role.</p> <p>Staff are able to address academic and non-academic barriers to learning for these pupils.</p>

Further information (optional)

The right way to support our pupils will be informed by the professional judgment of teachers and school leaders. As a sustained response will be required. The research and findings of the EEF will continue to be a main focus for us to support and implement strategies for our Disadvantaged Pupils.

In order to align approaches, there will be a focus on implementing a small number of cultural changes within the school. These being, a focus on meta cognition and self-regulated learning and improving social and emotional learning in school. We endeavour to continue to provide the nurture room provision during the next 3 years also, and employ subsequent staff.

We work to improve attendance for our Disadvantaged Pupils and support for relevant families, in line with attendance expectations.