

Pupil Premium Strategy for Brown's 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Laura Maddick Head of School
Pupil premium lead	Laura Maddick, Head of School
Governor / Trustee lead	Amy Lennox , lead for disadvantaged pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,777
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30, 777

Pupil Premium Strategy Plan

Statement of Intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole.

The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equity for all. Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

As a caring, inclusive school, we use our positive and consistent expectations to enable all members of our school community to learn and flourish. We want enjoyment of what we do together to support our work towards achieving excellence in all that we do. We recognise the value of each person in our community enabling all to become effective agents of change in the world.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 3 years, between 10 - 17% of our disadvantaged pupils arrive below age-related expectations compared to 25 – 37% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 12 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, with 10 (8 of whom are disadvantaged) receiving small group interventions.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3- 5% lower than for non-disadvantaged pupils. 2 - 3% of disadvantaged pupils have been 'persistently absent' compared to 5 - 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Phonics outcomes in 2026/27 show that all pupils in receipt of Pupil premium funding will have met the expected standard with zero pupils difference compared to national for all pupils • KS1 reading outcomes in 2026/27 show that all pupils in receipt of Pupil premium funding will have met the expected standard with zero pupils difference compared to national for all pupil • KS2 reading outcomes in 2026/27 show that all pupils in receipt of Pupil Premium Funding will have met the expected standard with zero pupils difference compared to national for all pupils
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2026/2027 show that all pupils in receipt of Pupil Premium funding will have met the expected standard with zero pupils difference compared to national for all pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains insignificant. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £9,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 2, 3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Continue to offer a strong DfE validated Systematic Synthetic Phonics programme to continue to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>Online portal and 3 training days a year</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of</p>	<p>3</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	4

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

Budgeted cost: £14,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	1, 2, 3
<p>Additional phonics tutoring sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

	Phonics Teaching and Learning Toolkit EEF	
Subscriptions to effective programmes to boost child's learning	TT rockstars, Numbots to support in class learning at home.	1,3

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

Budgeted cost: **£6,574**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF Team teach strategies	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. SENCO support for behaviour – feeling detectives	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Enrichment opportunities – each child to attend a lunchtime/afterschool club throughout the year	All children benefit from attending a club we run on site that they enjoy doing.	All

Total budgeted cost: £30, 758

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that despite some strong individual performances, the progress and attainment of disadvantaged pupils across all key stages in 2024/25 was below our expectations.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that phonics in Year 1 pupils was strong and our disadvantage pupils were strongly in line with their peers but in all other areas there were gaps between disadvantaged pupils and their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the school needs to build on the strong foundations set in phonics and maintain the good progress made here.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations in all areas, and we are at present *not on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that there is a need to continue the good progress made in phonics. This will help build on reading skills needed for children.