Pupil premium strategy statement

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
School name	Brook Primary School
Number of pupils in school (Rec to Y6) 2025 / 2026 Number of pupils in school (Rec to Y6) 2026 / 2027 Number of pupils in school (Rec to Y6) 2027 / 2028	386 (Rec-Year 6) 379 (Rec-Year 6)
Proportion (%) of pupil premium eligible pupils 2025 / 2026 Proportion (%) of pupil premium eligible pupils 2026 / 2027 Proportion (%) of pupil premium eligible pupils 2027 / 2028	27.5% (106) 25.9% (98) %
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027 December 2028
Statement authorised by	
Pupil premium lead	S Nicklin / M Allen
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,050
School-led Grant Funding	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (2025-26)	£165,050

Part A: Pupil premium strategy plan

Statement of intent

At Brook Primary School we have high expectations for all pupils in our school, irrespective of their background or the challenges they face, to make good progress and secure good outcomes. We believe that with good quality first teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. We also strongly believe in the development of the whole child, supporting pupils in their engagement with the wider world, and ultimately cultivating responsible and reflective young citizens who are ready to make a positive contribution to the world.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We have considered the barriers and challenges that are potentially faced by pupil premium learners and have strategies in place to help address these. Inclusion lies at the very heart of our policy, whether that be in the form of ensuring Pupil Premium pupils are regularly attending school, a sense of inclusion within lessons, or inclusion in wider school life. We also aim to provide wider experiences and opportunities such as music lessons, clubs and trips and visits (including residentials) that they otherwise might not have access to.

We provide a rich, engaging, and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are excited about their learning and achieve well. Key interventions and approaches target the individualised needs of our children and are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium.

Our pupil premium strategy plan will work towards providing children with the educational support required to accelerate learning as well as support their emotional wellbeing and mental health. All our strategies centre around the concept of our Pupil Premium cohort being a fully integrated and included in the wider school community. High-quality teaching, as the EEF suggests, is a core facet of our ambition to 'close the gap', with a focus on areas in which disadvantaged pupils require the most support (CPD to facilitate this is already in place). 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 and therefore forms the main thrust of our strategy through the categories of 'Teaching, Targeted Academic Support and Wider Strategies.'

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 support each other to help pupils excel.

To ensure they are effective we will:

- Ensure that data monitoring systems are effectively utilised to ensure that disadvantaged pupils are attending school regularly, making progress and generally thriving in school
- Ensure that all pupils receive high quality first teaching and effective feedback that meets their needs, including those identified as being disadvantaged;
- Reduce the attainment gap between those who are identified as disadvantaged, including those entitled to Pupil Premium support, and those who are not;
- Ensure that disadvantaged pupils are fully supported in the development of emotional and mental wellbeing, and that students know how to seek out support when it is needed;

SIP Focus 2025-2026

- Improved outcomes in mathematics through a focused prioritisation of mastery in number sessions, aiming for 75% of pupil achieving ARE across all year groups
- Establish and implement a robust monitoring schedule, with a strong emphasis on pupil study and impact evaluation.
- Enhance outcomes and opportunities for disadvantaged pupils (including SEND) through a rigorous and inclusive approach to teaching and learning.
- Raise attainment in oracy and writing across Early Years by embedding high-quality language and literacy practices.
- Improve writing standards by embedding the new writing framework and effectively using progression maps to ensure consistency and progression

The Department for Education has provided ring-fenced grant funding directly to schools to support provision of school-led tutoring. The DFE states, "*Schools will have flexibility to use this additional grant as they see fit in providing tuition support to pupils that can benefit most. Schools will have freedom to determine who is best placed to deliver tutoring support to meet their particular needs, including utilising existing school staff or others who are familiar with their school and pupil needs. Schools can exercise their discretion in determining which pupils are most in need of tutoring support, including using this grant to support tutoring for non-pupil-premium students, as they see fit.*"

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. No child is the same as another and all families are individual and at Brook Primary we do not generalise or stereotype, however the barriers to learning for some of our children include

Challenge number	Detail of challenge
1	Current trend analysis demonstrates that disadvantaged pupils, including those identified as pupil premium, attendance is falling below that of attendance measured across the whole school.
2	Lower attainment and slow progress rates made by pupils that are disadvantaged, including those identified as Pupil Premium. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks.
3	Narrow life experiences. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspiration as well as developing a child's Cultural Capital. By demonstrating high expectations and aspirations for all learners, children can reach their full potential. High aspiration and future employment are part of the

	ethos for all at Brook Primary including our families. Children have low self-esteem and a lack of belief and confidence in themselves. By raising self-esteem and confidence, children can succeed
4	Data on entry into school indicates that pupils who are disadvantaged arrive to Brook Primary School with lower prior attainment alongside underdeveloped language and communication and compared to their peers
5	SEND, attendance, behaviour and other data, alongside observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These have important implications for all the challenges that follow and are obvious barriers to inclusion as outlined in our intent.

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. We have identified key desired outcomes and success criteria. These desired outcomes have been a priority for several years, as influencing and changing aspiration and values takes time and persistent determination. We are proud to show significant improvements towards our success criteria:

Intended outcome	**Success criteria**
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. Improving the attainment of children, making at least expected progress, including Early Reading, who are eligible for Pupil Premium To ensure fallen behind children receive targeted high-quality intervention monitored by assessment lead. The quality of education across the school is judged consistently good or better	Children make at least expected progress Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. Analysis and evaluation of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and, shows value for money and has helped in accelerating their progress. Training support staff in MITA to impact on resilience and independence in our disadvantaged learners to improve progress.
Improving basic skills (specific focus on language development and reading) within the EYFS and KS1 to counteract the very low levels of attainment on entry for disadvantaged children	By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development and children attaining the 'expected' level in English and maths. Children eligible for the Pupil Premium attain at least as well other children.

	Speech and Language sessions support children across school Children have a good level of language skills to support their acquisition of Phonics and early English and Reading. Language rich environments promote language and vocabulary development. Reading focused curriculum in to support reading fluency and comprehension
Improving and maintaining attendance	Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. There are significantly less Pupil Premium children who are Persistent Absentees at Brook Primary than the percentage nationally. A school attendance champion team dedicated to supporting and promoting good attendance within school Staff training on attendance. Whole school approach to attendance
Improving basic skills within the EYFS and early reading in KS1	By the end of the EYFS, there are a reduced number of children still working within the 3-4 age band. (from Sept 2025) By the end of the EYFS, there is a 10% increase in the % of children attaining a Good Level of Development on July 2026 data Children eligible for the Pupil Premium attain at least as well other children Children have a good level of language skills to support their acquisition of Phonics and early English. Daily phonics programme, phonics interventions, daily reading with key focus on the children who are disadvantaged Reading focused curriculum in Y1 to support reading fluency

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Learning Mentor / ELSA Trained TA's / SENDCo and SLT identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, positive play, ELSA, Lego therapy sessions with support staff. Whole School Mental Health and Well Being Strategy embedded to show routes and signpost pupils and parents to support agencies and networks Reflexions (CAMHs) mentoring programme, class and parent workshops to support children with emerging MH needs
Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Focus intentional learning curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW events which excite and enthuse children to learn across all subjects. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. Offer a wide range of after school clubs which are free for PP We aim for all children to undertake at least 3 visits/experiences both inside and outside school per year. Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts such as theatrical experiences within and outside school.

As a school we break down barriers and create healthy and positive relationships with our families Parents/families are more able to support children's education Parents/families are supported to develop skills in own education Parents/families are supported to provide positive parenting	Close and trusting relationships with adults supports parents to be informed and connected with their children's education. A comprehensive and flourishing adult education programme delivered in school supports parents to further their own education. Each year we strive to increase the number of parents that engage in programmes and workshops offered in school Whole School Mental Health Strategy to support and direct families through normal developmental stages, routes to referrals and signposts to outside support.

Activity in this academic year
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £169152

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged. SLT to work with staff on coaching programme for teachers and Teaching assistants. SLT working with subject leaders to improve/enhance the teaching and learning within every subject. £2800	July 25 data demonstrate that, whilst progress has been made, there remains a gap between disadvantaged and non-disadvantaged pupils across all key stages. We are aware that some year groups have disproportionate numbers of disadvantaged children, and this should be taken into consideration when looking at the percentages. EEF research shows that quality, impactful feedback can add as much as +8months to a child's academic attainment. Impact of high-quality teaching EEF 1. High-quality teaching | EEF thirdspacelearning.com/blog/quality-first teaching. Quality First Teaching Checklist 2025: 10 Most Effective Strategies	2,4,5

Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored, including MITA, disadvantage and cultural capital £10508	There is strong evidence that suggests with the correct scaffolding pupils' independence and resilience can be developed – impacting upon them as successful learners. Maximising the impact of teaching assistants Maximising the Impact of Teaching Assistants In addition, evidence suggests that if pupils can be supported in the classroom instead of being taken out of the classroom to learn their attainment and engagement is higher. This will be a balance between class-based resources to offer intervention and support within lessons and specific interventions needed outside the classroom pupil-premium-with-marc-rowland https://educationendowment foundation.org.uk/public/files/ Publications/Pupil Premium_ Guidance_iPDF.pdf Consistently good or better teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch- up – see www. Gov.uk/publications/the-pupil-premium how- schools- are-spending-the funding success- fully.	2,4,5
Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2. Allocation of funds to design a reading heavy curriculum	Children have limited access to high quality books and resources outside of school. Children need to develop a greater love of reading Attendance and reading key barriers to disadvantaged pupils' … | EEF	2
Termly pupil progress meetings for all PP children, following assessment week Termly monitoring of PP/disadvantaged children by SLT £7444	All staff participate in pupil progress meetings following assessment week. Disadvantaged children will be discussed to analyse their progress and needs in greater depth and detail. SLT will monitor the provision for disadvantaged children within the classroom, holding teachers to account and recognising and sharing examples of good practise.	2,4,5
Pastoral Team supports well-being, self-esteem and confidence, identifies barriers to be broken down, builds resilience and self-	Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention.	2,5

regulation across the curriculum £148400 (cost top up from SEND budget/main school budget)	Increasing need evidence of children lacking resilience and self-esteem. Behaviour tracking, behaviour reviews, CPOMS and other records demonstrated key children who require specific intervention by the pastoral team building on the attachment theory. Attachment theory and children's learning in school trauma SEN pastoral education Timpson	
Review: - End of year 2025-26 The school has continued to prioritise high-quality teaching and targeted support for disadvantaged pupils through a carefully planned and evidence-informed approach. Disadvantaged pupil tracking spreadsheets have been used effectively to identify pupils, monitor progress and evaluate the impact of provision and interventions, alongside rigorous termly progress meetings and detailed data analysis. Staff development has remained a key focus, with ongoing coaching for identified staff and extensive professional development including training on Quality First Teaching, supporting disadvantaged pupils, reading, Rosenshine's Principles of Instruction, MITA training for teaching assistants, NCETM mathematics courses, the EEF Dudley Reading Project, NPQ programmes and subject leader professional development. Subject leaders have strengthened accountability through robust data tracking and dedicated release time to monitor curriculum impact. Investment in reading has included replenishing the school library with high-quality texts and providing every child with a book of their own to keep, helping to promote reading for pleasure and improve engagement with literacy. Additional resources, including renewed subscriptions to TT Rockstars, have supported pupils' learning beyond the classroom. The school has also maintained a strong focus on wellbeing through the continued development of the pupil wellbeing team and the ongoing delivery of the ELSA programme by trained staff, ensuring that pupils receive timely emotional and pastoral support. Collectively, these actions have strengthened both academic and personal outcomes for disadvantaged pupils and continue to contribute to narrowing gaps in attainment, engagement and confidence.		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £20542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated by assessment lead. Interventions to be carried out by experienced staff £9744	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Intervention targeted at the specific needs and knowledge gaps can be an effective method to support low attaining pupils and those who have fallen behind. This is effective both 1:1 and as small group interventions. This needs to be reviewed and adapted regularly to measure impact.	2,4,5

	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium how-schools are-spending-the funding successfully. Teaching Assistant Interventions | EEF Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf Small group tuition | EEF One to one tuition | EEF	
Phonics 1:1 intervention – TA's delivering 20 mins per day £6300	1:1 phonics intervention catches children before they fall behind, so all children learn to read the first time they are taught. It prevents the need for any later intervention. Children are placed in ability groups for phonics across EY and KS1. In order that these children can receive the same carefully targeted RWI teaching as all the other groups of children, some may need 1:1 tutoring for 10 to 20 minutes a day – on top of their group session in the morning. Children practise, revise and overlearn sounds they do not know alongside using RWI phonics books for reading development. 1:1 phonics intervention is introduced as soon as a child cannot make good progress. Vulnerable children in Early Years will receive tutoring as soon as they start RWI and phonics. One to one tuition | EEF	2,4,5

Precision Teaching £4480	Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention. Precision teaching is used with children with SEND who might need additional support. It's a highly focused, evidence-based intervention. Precision teaching is carried out on a 1:1 basis between a teacher and a pupil. Each intervention session lasts about 10 minutes and takes place daily. Precision teaching is designed to get learners to think quickly until they're able to recall the spelling of a certain word almost instinctively. This is why this form of structured teaching intervention is so fast-paced and repetitive - children will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill on which they are currently	2,4
SEND provisions including the EY and KS2 SEMH support hubs (11 children), Zones of Regulation and developing adapted teaching using Rosenshein's principles and use of the AAT. (Cost included in pastoral hub support and top up cost from SEND budget/main school budget)	Data demonstrates that 15% of our school community are identified as having a SEND (National – 19%). SEND provisions within school cater for children's needs through excellent teaching. With these provisions, there is flexible grouping as well as explicit instruction, a range of cognitive and metacognition strategies used as well as well-scaffolded learning opportunities. Early identification of need is key to accessing the correct support for each child. The EEF states: Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. An inclusive school removes barriers to learning and participation and provides an education that is appropriate to pupil's needs by promoting positive relationships, access to the best possible teaching through a positive, creative and adapted curriculum and has a positive approach to behaviour. Social and emotional learning | EEF	1,2,5

	Special Educational Needs in Mainstream Schools | EEF	

Review: end of year 2025-26

The strategies implemented this year have had a positive impact on improving outcomes for disadvantaged pupils across the school. Staff training on delivering effective, evidence-informed interventions and measuring their impact has strengthened the consistency and quality of targeted support. A range of interventions have been delivered successfully across all year groups, including one-to-one phonics provision and Year 6 tutoring, which have helped pupils to address identified gaps in learning and improve attainment. Precision Teaching has been utilised effectively across the school, demonstrating strong value for money through progress in key learning targets. Support Hubs have continued to provide highly effective provision for pupils with complex learning needs and SEMH needs, enabling them to access learning successfully and engage positively with school life. Whole-school CPD on Zones of Regulation has embedded a consistent approach to supporting emotional regulation, with strategies now evident in all year groups. In addition, staff training on adaptive teaching has enhanced classroom practice and ensured that learning is increasingly responsive to the needs of disadvantaged pupils. The introduction of CPD on AAT tracking for pupils working at PKS and those with SEND has strengthened staff understanding of progress measures and supported more precise identification of barriers to learning. Together, these approaches have contributed to improved engagement, stronger learning outcomes and greater inclusion for disadvantaged pupils.

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £14498

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with parents about the importance of attendance and the effects that not being in school can have on progress. Early help offers and attendance focus is on the SDP £1842	Engaging with parents and giving parents the tools and confidence to support their pupils is a high priority. Engaging with parents is an effective way to ensure additional support for our pupils. SDP priority - Ensuring parents understand the importance of attendance and the negative effect days from school can have on learning. SDP priority – Staff CPD around attendance and whole school approach SDP priority – Attendance Champions Team	1,2,5
Provision of the SEMH support hubs Release time for SENDCo, ELSA TA and Learning Mentor to support families with high need SEN and Pupil Premium children. Pastoral Team/SENDCo, ELSA TA and SLT identify and support families and	Social and Emotional Learning – a provision which targets social and emotional learning seeks to improve children's interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning. Nurture provision also supports our most vulnerable children across all Key Stages in having their needs met on an individual /small group basis, as well as allowing other children's learning not to be disrupted.	2,5

children and work to alleviate barriers to learning. Targeted vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, Lego Therapy and ELSA All PP children are provided with a £50 uniform voucher to alleviate any potential financial barrier to children attending school. All PP children to be provided with termly reading books via Scholastic Book Fair £10184 (costs also included in pastoral and SEND provision and top up costs from SEND budget/main budget/hardship funding)	Nurture supports children who have a range of needs. These needs range from children with introvert behaviour to those with attention seeking, extrovert behaviour. It also caters for the needs of children who display low self-esteem and have difficulties associated with attachment and trauma. Most of our children have associated learning difficulties and poor concentration. Pastoral Team works with children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of support. The Learning Mentor are a proactive escalation tool used right across the school and support the child in making the right choices in a variety of situations. Additional interventions focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include specialised interventions which are tailored to meet children's particular social or emotional needs. The EY/KS1 and KS2 SEMH hubs are a provision that prevents suspensions. They are run by a HLTA and an ELSA trained Learning Mentor and team – this intervention takes the core essence of the Nurture Group but is implemented in a less structured form. The aim of this provision is support reducing the number of children requiring Educational Psychology in school as well as supporting children and families during their wait time for CAMHS. We are hoping that over time, the intervention may lessen the need for a CAMHS referral. It supports children with emotional based school non-attendance, anxiety related behaviours, Early SEMH tendencies as well as other individual needs that requires something additional to make their time in school successful and happy. Social and emotional learning | EEF Improving Social and Emotional Learning in Primary Schools | EEF	

Enrichment Programme to broaden and enhance their curriculum and children's life experiences After school club funding for pupil premium children (3 clubs per year) and free access board and lodgings to the residentials for PP children. £300	Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children, the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it but deepens and enriches their language and vocabulary. Children's Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and the Arts such as theatrical experiences within school. Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil- premium how-schools-are-spending- the funding successfully. Education Endowment Trust Toolkit	1,2,3,5
Enrichment clubs and activities (after school) (costs included above)	Provide a wide range of after school clubs to cater for a vast range of interests. This includes but are not limited to Arts and Crafts, Cooking, Young Voices, Film Club and Sports Clubs. We provide these clubs free of charge to families as we believe the importance of developing children's wider interests is essential in growing children's personal development as well as their Cultural Capital, thus increasing engagement in learning. www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf Report template long	1,2,3,5
Breakfast bagels available for all children promoting attendance and being ready to learn. £1500	It is important that all children can start the day with full tummies, aiding them with readiness to learn. This is a basic need that, as a school, we need to meet. Offering hot bagels to each child as they come into school also supports attendance/ punctuality. Magic Breakfast - trial | EEF	1,5
Termly meetings between PP children and class teacher to discuss academic targets and wellbeing £672	It is important that children get an opportunity to reflect on their own learning and wellbeing. This will give class teachers quality time to talk to their children and to plan an individualised learning plan.	1,2,4,5
Uniform vouchers Hard Ship Funding (costs included above)	The Hardship Fund is a discretionary source of financial help available to all families. The aim of the Fund is to help families who have difficulties in paying for:	1,5

	1. Curriculum trips, visits and year group residentials. 2. Uniform, shoes, or coats. 3. Food. 4. Energy Bills. 5. Essential home appliances or beds (washing machines, ovens, fridges, tumble dryers)	

Review: end of year 2025-26

The school has taken a comprehensive and proactive approach to reducing barriers to attendance, wellbeing and engagement for disadvantaged pupils. A strong attendance culture has been established through the work of the Attendance Champions Team, a dedicated Attendance Support Officer, fortnightly attendance reviews with the Headteacher, rigorous tracking systems, a revised attendance policy, first-day response calls, attendance support plans, and, where necessary, home visits and welfare checks. The visibility of senior leaders on the playground before and after school each day has further strengthened relationships with families and reinforced the importance of regular attendance.

Alongside this, extensive pastoral and SEMH support has helped pupils feel safe, supported and ready to learn. This has included dedicated family liaison work, SENCO and ELSA release time, SEMH Hub provision, Lego Therapy, nurture-based approaches and support from two trained Mental Health First Aiders. Staff CPD has focused on developing a nurturing school culture and promoting the importance of attendance, ensuring a consistent approach across the school. Families have also been offered additional support through Early Help referrals, Reflexions workshops and partnership working with alternative provision where appropriate.

The school has worked hard to minimise the impact of financial disadvantage by providing Christmas hampers, uniform vouchers, a second-hand uniform shop, Christmas jumper swaps and free books for all pupils. Breakfast bagels are available across the school each morning, ensuring children start the day settled, nourished and ready to learn.

Disadvantaged pupils have also benefited from a rich programme of subsidised enrichment opportunities designed to broaden experiences and raise aspirations. These have included a wide range of after-school clubs such as climbing, sewing and sports, residential visits to Edgmond, Ingestre and Frank Chapman, educational visits including the Black Country Living Museum, Canal & River Trust and Red House Glass Cone, and engaging in-school experiences such as VR workshops and Animal Man. As a result, disadvantaged pupils have had equitable access to the wider curriculum, improved opportunities for personal development, and increased participation in school life. Together, these strategies have strengthened attendance, wellbeing, engagement and inclusion, ensuring that disadvantaged pupils are well supported to thrive both academically and personally.

Total budgeted cost: £204192

Total Income – Pupil Premium fund:	£165050 (top up £39142 from SEND budget/main school budget/hardship fund)
Total budgeted cost:	£204192
Breakdown of cost:	Teaching: £169152 Wider Academic Support: £20542 Wider Strategies: £14498

The remainder of the spend is supported by the main school budget:

Part B: Review of outcomes in the previous academic year
Pupil premium strategy outcomes

25/26- Pupil Premium outcomes

Reading

	PKS	WTS	EXS	GDS	EXS+
Summer 25	8% (7)	39% (35)	46% (41)	7% (7)	53% (48)
Autumn 25 *5.7% leavers (5)	6.8%(6)	47.7%(42)	35.2%(31)	4.5%(4)	39.7%(35)
Spring 26	7.3% (6)	41.5% (34)	45.1% (37)	6.1% (5)	51.2%(42)
Summer 26	8.6% (9)	42.9% (45)	45.7% (48)	2.9% (3)	49%(51)

Writing

	PKS	WTS	EXS	GDS	EXS+
Summer 25	11% (10)	49% (44)	41% (37)	0%	41% (37)
Autumn 25 *5.7% leavers (5)	6% (5)	51.1% (45)	36.4% (32)	1.1% (1)	37.5%(33)
Spring 26	7.3% (6)	53.7% (44)	37.8% (31)	1.2% (1)	39%(32)
Summer 26	12.4% (13)	47.6% (50)	39% (41)	1% (1)	40%(42)

Maths

	PKS	WTS	EXS	GDS	EXS+
Summer 25	7% (6)	41% (37)	44% (40)	8% (7)	52% (47)
Autumn 25 *5.7% leavers (5)	6.8% (6)	43.2% (38)	37.5% (33)	6.8% (6)	44.3%(39)
Spring 26	8.5% (7)	42.7% (35)	40.2% (33)	8.5% (7)	48.7%(40)
Summer 26	8.6% (9)	43.8% (46)	40% (42)	7.6% (8)	47.6%(50)

Data Review -end of summer 2026

Overall, the data indicates that outcomes have remained steady despite changes in cohort composition and increasing levels of need. Reading outcomes showed the greatest improvement across the year, with attainment at the expected standard or above increasing from 39.7% in Autumn 2025 to 49% by Summer 2026, demonstrating the positive impact of targeted interventions. Writing outcomes remained broadly stable, with 40% of pupils achieving the expected standard or above in Summer 2026, comparable to Summer 2025 figures despite a rise in the proportion of pupils working at PKS. Mathematics outcomes have also remained stable with an increase from 44.3% at the expected standard or above (autumn 2025) to 47.6% in summer 2026.

Externally provided programmes 2025-28

Programme		
Scholastic book fair	KAPOW – Design Technology	White Rose
NTS Assessments	Charanga - Music	ELSA training and supervision
Purchase of chrome books / IPads	RWI	DPA- subsidised peripatetic lessons
Supplemented Breakfast Bagel programme	TTRockstars	Education Psychology for Everyone- additional support
Hardship funding- Uniform/Food/Energy vouchers	NCTM	RWI Phonics

Further information

At Brook, we recognise the increasing challenge that our disadvantaged children face and we are committed to removing the additional barriers to learning which are there for our children who encounter deprivation. We use the Pupil Premium funding over a range of strategies which focus on raising attainment and removing barriers to learning.

OFSTED recognised the success of our strategies during the inspection in 2022 - 'Brook Primary School is a caring and safe place for pupils to make friends and be themselves. Pupils are happy here. They not only understand the importance of the school's values, but they demonstrate them every day. This helps pupils to develop positive attitudes and good character. Staff show care and concern towards pupils and treat them with respect. Pupils talk about how their teachers help them to learn by making lessons fun. If pupils have a concern, they know they must tell a trusted adult. They are confident that staff will deal with it appropriately. Leaders have high expectations for every child. They are ambitious for pupils to succeed in their learning, as well as in their personal opportunities. These include learning to play a musical instrument, taking part in an overnight residential and links with Dudley performing arts. Leaders pride themselves on the community events they organise throughout the year. Pupils help plan these events, which also include partnerships with local businesses.