



Pupil premium strategy statement – Brisbane Park Infant School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	41 (43%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Andrea Edmondson
Pupil premium lead	Mrs Andrea Edmondson
Governor	Mrs Pat Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62880

Part A: Pupil premium strategy plan

Statement of intent

At Brisbane Park Infant School we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for all. Our intention is to provide a rich and varied learning curriculum that allows all children to develop their skills and abilities to their full potential, raises aspirations and opens their eyes to the world beyond their immediate environment, irrespective of socio-economic background, ethnicity, gender, faith or stage SEND.

We aim to

- Be ambitious for all our pupils and we aspire for them to reach their full potential
- Build children's capacity to tackle challenges in everyday life
- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gap between disadvantage pupils and their non-disadvantaged counterparts both within the school and nationally

In order to achieve this:

- We carefully analyse data to identify learning needs and any other barriers to learning.
- We provide focused support to ensure pupils move on from their individual starting points at a realistic pace.
- We provide all teachers with access to high quality CPD to ensure that pupils access effective quality first teaching
- We strive to involve parents in their child's education, this includes the importance of attending school every day.
- We target funding to ensure that all pupils have access to trips, first hand experiences and enrichment activities
- We provide appropriate nurture support to enable pupils to access learning within

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children. Interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium Grant.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being and resilience, self-esteem, behaviour and social development
2	Oral Language Skills and vocabulary,
3	Narrow life experiences.
4	Inter-generational low aspiration and low expectation, variable parental support and home learning environment, including a lack of positive role models, which impacts progress, e.g. engagement in home work and reading with children parental literacy skills impacting on support from home. Parental SEMH having negative impact on behaviour, attitudes and aspirations, and increasing number of families needing support from external agencies such Women's community matters.
5	Absence and punctuality

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 raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extra-curricular activities	<ol style="list-style-type: none"> 1. Access to SERIS support 2. Access to ELSA (Emotional Literacy Support) 3. Kidsafe to be provide to all children 4. Access to programmes available from outside agencies e.g. BUSS 5. My Happy Mind embedded throughout the school
Improving basic skills within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children.	By the end of EYFS the attainment gap between PP and NPP will have narrowed based on Baseline results.
To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium	<ol style="list-style-type: none"> 1. Continue to improve phonic screening results for PP children, closing the gap between PP and NPP pupils 2. Outcomes for attainment in RW&M will be in line with NPP 3. Attainment gap at greater depth between PP pupils and their peers will close.
PP children will access all areas of the curriculum	<ol style="list-style-type: none"> 1. PP will access all trips 2. PP children will have access to school uniform
Widening experiences and extending opportunities	<ol style="list-style-type: none"> 1. Children have many opportunities throughout their education to widen their life experiences. 2. We aim for all children to undertake at least 6 visits/experiences during school time per year. 3. Offer a wide range of after-school clubs which are free of charge/heavily subsidised. 4. Children's language is enriched by their experience.
Improving and maintaining attendance	<ol style="list-style-type: none"> 1. Children who are eligible for PP attend school in-line with other children 2. Children eligible for PP close the gap between their attendance and the national attendance % for all children. 3. Persistent absence rates of PP children will be in line with 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small class sizes result in increased teacher to pupil ratio</p> <p>Average class size across the school is less than 20.</p> <p>Creation of SEND room due high proportion of EHCP children in reception.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/reducing-class-size</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children so having an increased pupil to teacher ratio in classes across the school will be an effective approach to meeting the specific needs of all children; thus enabling them to make best possible progress.</p> <p>Evidence shows that smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption; this can be seen in all classes across the school.</p>	1,2,3
National college	All staff and governors having access to online CPD would enable them to develop skills as the need arises and at a time suitable for them	1,2
<p>English leader to focus on the teaching of reading, purchasing resources, delivering training and feedback to staff on impact of teaching.</p> <p>Release time for English lead to monitor teaching of reading and phonics.</p> <p>English lead working with English HUB</p>	<p>The EEF shows phonic intervention can support an additional 6 months progress EEF – Improving literacy in KS1</p>	2
<p>Maths mastery – focus on mastery of maths curriculum through the White Rose Scheme.</p> <p>Maths lead and Curriculum lead to attend Mastering number training alongside wider Maths HUB</p> <p>Release Maths lead to monitor teaching of maths and mastering number</p>	<p>The EEF suggests that mastery learning accelerates progress. Work is therefore challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</p>	2

Purchase top up resources for Bug Club (schools selected Phonetically decodable books) to support the validated Systematic Synthetic Phonics programme to secure development of skills for all pupils.	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit strand, Education Endowment Foundation.	2
Purchase of standardised diagnostic assessments. Pira and White Rose maths	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instructions	2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to develop language and oral skills. Talk Boost/Blank Level Staff to train on Talk, talk, talk to me, Creation of vocabulary progress map, screening and assessment of children to inform interventions	Pupil data demonstrates very low baseline data within key skills including communication and language. Interventions provided include, social skills group and Talk Boost programme. Studies of oral language interventions consistently show positive impact on learning. On average, pupils who participate in oral language interventions make approximately six months additional progress over the course of a year, EEF toolkit .	1,2
Children to develop sensory processing	The BUSS model explores the potential for rebuilding the gaps in these systems left by early adversity, using games and activities within relationships that offer the child a loving, attuned base to grow from. This in turn gives a stable platform for the development of emotional regulation, relationships and learning. BUSS model – Evaluation	1,3
Additional HLTA in KS1 (targeted teaching of phonics) 0.2	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. The EEF shows phonic intervention can support an additional 6	1,2,5

	months progress EEF – Improving literacy in KS1	
Additional STA in KS1 (targeted teaching of English and Maths) 0.5	This teaching uses ongoing assessment for learning to deliver bespoke sessions, including pre-teaching and overlearning. It enables the STA 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. EEF – small group tuition can support 4 months progress.	1,2,5
Access to targeted interventions (Squiggle whilst you Wiggle, Dough Disco, Brain breaks)	<p>The EEF suggests that evidence indicates that small group and one to one targeted interventions can be a powerful tool for supporting pupils when they are used carefully.</p> <p>These interventions will be targeted at specific pupils using data from assessments and their effectiveness and intensity should be continually monitored.</p>	1,2,5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged and support offered where necessary	In order to learn children need to attend school regularly. Disproportionately more children from socio-economically disadvantaged backgrounds are more likely to be persistently absent. Tackling this play an important part in improving education outcomes for these children. EEF improving attendance	1,2,3,4,5
Greater parental involvement and better understanding of children's learning in order to provide encouragement and support	<p>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with for example reading or homework.</p> <p>The involvement of parents within their children's learning activities</p> <p>Preparing children for the school day, improving attendance, punctuality, having breakfast and resources necessary.</p>	1,3, 4, 5
Breakfast club offered to all pupil premium children free of charge	It is important that all children have the opportunity to start the day free from hunger, enabling them to feel ready to learn. All	1, 3, 4, 5

	children who attend breakfast club are offered toast, cereal and juice.	
Milk for all PP children	As a supplement to their diet, milk is offered to all children in receipt of Pupil Premium grant	1,4, 5
Whole staff training with a Nationally recognised, accredited Positive Behaviour Support, Legal Briefings & Safer Physical Intervention	Behaviour interventions have an impact through increasing the time that pupils have for learning. Behaviour interventions - EEF	1, 4, 5
Embedding of My happy Mind throughout school	This approach supported and funded (resources) by NHS and has seen a significant impact Help create a positive mental wellbeing culture in which children build resilience self- esteem and character has significantly reduced CAHMS referrals	1, 4, 5
ELSA supervision for STA to provide targeted support for pupils, enabling children become more confident and resilient learners	Emotional Literacy is an understanding and awareness of thoughts and feelings and the ability to deal with them appropriately. Children feel supported in their learning able to find coping strategies to deal with difficult situations. This enables children to make accelerated academic progress because of less anxiety and improving self-confidence.	1, 3, 4, 5
Inclusion officer to support vulnerable families	We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes: Early intervention to support families in need – 'sign posting' to other agencies e.g. foodbank, charities for furniture etc Supporting Parenting - offering appropriate courses within school Supporting Early Help cases and additional safeguarding cases Supporting families in a range of situations, particularly transitions to local high schools or a change in setting	1, 4, 5
Enrichment & Visit programme to broaden children's life experiences	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.	1, 2, 3, 5
Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be	In order to learn children need to attend school regularly. Disproportionately more children from socio-economically disadvantaged backgrounds are more likely to be persistently absent. Tackling this play an	1,2,3,4,5

challenged and support offered where necessary	important part in improving education outcomes for these children. EEF improving attendance	
Greater parental involvement and better understanding of children's learning in order to provide encouragement and support	<p>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</p> <p>General approaches which encourage parents to support their children with for example reading or homework.</p> <p>The involvement of parents within their children's learning activities</p> <p>Preparing children for the school day, improving attendance, punctuality, having breakfast and resources necessary.</p>	1,3, 4, 5
Access to a wide range of After school clubs/extra-curricular activities	Research conducted by the DfE suggests that extra-curricular activities are important in developing social and communication skills as well as being associated with a range of other positive outcomes including achievement, and increased attendance in school. Extra-curricular activities including after school clubs boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.	1,2,3,5
Minibuses to enable enrichment opportunities and broaden life experiences	Broadening life experiences significantly impacts pupil development by promoting personal growth, enhancing cognitive function, fostering empathy, increasing speech and language skills and improving overall well-being.	1,2,3

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure progress is monitored, through using this information targeted interventions are provided to support school to eliminate barriers to learning and progress.

At the end of reception the 24-2025 cohort achieved 57% GLD, 42% PP. By the end of KS1 the gap has closed significantly. Nationally 68% GLD, PP 51.4%

Phonics

School 62%, PP 50%/National 80%, PP 67%

End of KS1 attainment

	Combined	Reading	Writing	Maths
School (All)	69%	72%	70%	83%
School (PP)		74%	74%	79%

Priorities 2025-2026

Priority 1 Teaching – All staff to have access to CPD through National College, all children to be taught in small class sizes. Literacy lead to work with English Hub, streaming for Year 2 phonics and English. Maths mastery and focus on teaching problem solving, data and measurement

Priority 2 Targeted academic support – social skills groups, Talk Boost, Blank Level, Reading Intervention and Booster groups for phonics. Creation of SEND room to support progress of individual children.

Priority 3 Wider Strategies – access to free Breakfast club, visits and new experiences. Support for families through Inclusion Officer with dedicated time and provision which targets social and emotional learning. Staff trained in ELSA and providing support for identified children

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Black Sheep	Black Sheep Press
Bug Club	Pearson
ELSA	Elsa Network
Pira	Hodder Education
Talk Boost	I Can

Talk, talk talk to me	Spread the Happiness
Time to talk	Learning Development Aids
White Rose	White Rose education
Wise Words	Wise Words Literacy
Black Sheep	Black Sheep Press
Bug Club	Pearson
Squiggle whilst you Wiggle	Spread the Happiness
Kidsafe UK	Kidsafe UK

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.