Pupil Premium Strategy Plan 2026-27

Brunswick Park Primary School — including a review of the 2025-26 strategy

1. Summary Information

School	Brunswick Park Primary School
Academic Year	2026-27
Total number of pupils	397 including 19 from nursery (Census October 2026)
Number of pupils eligible for Pupil Premium	176
Proportion of pupils eligible for Pupil Premium	44.3%
Date of most recent PP review	July 2026
Date for next internal review	July 2027
Pupil Premium Funding	£204,000 for 2026-27
Pupil Premium Lead	Anna Newbold

2. Current Attainment for Disadvantaged Pupils (Summer 2025-26)

The tables below show the percentage of pupils working at or above age-related expectations (ARE) in each core subject, comparing disadvantaged (PP) and non-disadvantaged pupils by year group. The widest gaps (20 percentage points or more) are highlighted.

Reading

Year Group	Disadvantaged (PP)	Non-disadvantaged	Gap (percentage points)
Year 1	26.3%	67.9%	**-41.6**
Year 2	56.7%	82.1%	**-25.4**
Year 3	33.3%	75.7%	**-42.4**
Year 4	60.7%	64.3%	-3.6
Year 5	61.3%	70%	-8.7
Year 6	91.7%	83.3%	+8.4

Writing

Year Group	Disadvantaged (PP)	Non-disadvantaged	Gap (percentage points)
Year 1	23.1%	60%	**-36.9**
Year 2	53.1%	78.6%	**-25.5**

Year Group	Disadvantaged (PP)	Non-disadvantaged	Gap (percentage points)
Year 3	19%	51.4%	**-32.4**
Year 4	39.3%	69.2%	**-29.9**
Year 5	43.8%	50%	-6.2
Year 6	94.3%	83.3%	+11.0

Mathematics

Year Group	Disadvantaged (PP)	Non-disadvantaged	Gap (percentage points)
Year 1	57.1%	82.1%	**-25.0**
Year 2	77.4%	82.1%	-4.7
Year 3	38.1%	81.1%	**-43.0**
Year 4	57.1%	74.1%	-17.0
Year 5	50%	60%	-10.0
Year 6	91.7%	87.5%	+4.2

In every core subject, the gap between disadvantaged and non-disadvantaged pupils is widest in Year 1 and Year 3, and disadvantaged pupils outperform their non-disadvantaged peers in school by Year 6. This pattern directly shapes the priorities and activity set out in this strategy.

3. Intent Statement

Brunswick Park Primary School is committed to ensuring excellence for all pupils, regardless of their socio-economic background. We recognise the impact that disadvantage can have on pupils' outcomes and are committed to using Pupil Premium funding strategically to close the gap between disadvantaged pupils and their peers within school.

Our data shows that, while disadvantaged pupils at Brunswick Park go on to match or exceed the attainment of their non-disadvantaged peers by the end of Key Stage 2, considerable gaps remain earlier in the school, particularly in reading, writing and mathematics in Year 1 and Year 3. Our priorities for 2026-27 are to:

- strengthen early language and communication skills for disadvantaged pupils in EYFS and KS1
- close the gap in reading attainment for disadvantaged pupils, with a particular focus on Year 1 and Year 3
- close the gap in writing attainment for disadvantaged pupils across KS1 and lower KS2
- close the gap in mathematics attainment for disadvantaged pupils, particularly in Year 1 and Year 3
- provide enrichment and cultural capital opportunities for disadvantaged pupils
- improve attendance and punctuality for disadvantaged pupils

Our aim is for disadvantaged pupils to attain in line with their non-disadvantaged peers within school, in every year group, rather than only by the end of Key Stage 2. We will use robust, regular assessment to identify individual pupils' needs early and respond quickly, so that gaps do not widen as pupils move through the school.

4. Challenges to Future Attainment for Pupils Eligible for Pupil Premium

No.	Detail
1	Early language and communication skills for disadvantaged pupils in EYFS and KS1 remain below age-related expectations, and this continues to affect reading and writing as pupils move through school. In Year 1, 26.3% of disadvantaged pupils were working at or above age-related expectations (ARE) in reading, compared with 67.9% of non-disadvantaged pupils (a gap of 41.6 percentage points); in writing the figures were 23.1% and 60.0% respectively (a gap of 36.9 percentage points).
2	Year 3 shows the widest attainment gaps between disadvantaged and non-disadvantaged pupils of any year group, across all three core subjects: reading (33.3% PP vs 75.7% non-PP, a gap of 42.4 percentage points), writing (19.0% PP vs 51.4% non-PP, a gap of 32.4 percentage points) and mathematics (38.1% PP vs 81.1% non-PP, a gap of 43.0 percentage points). Closing the Year 3 gap is the school's single most significant in-year priority.
3	Gaps in writing attainment for disadvantaged pupils are wider, and more persistent, than gaps in reading or mathematics across Years 1 to 4. In Year 4 the writing gap stands at 29.9 percentage points (39.3% PP vs 69.2% non-PP), despite the reading and mathematics gaps narrowing considerably in this year group (3.6 and 17.0 percentage points respectively).
4	Despite strong whole-school outcomes in mathematics overall, disadvantaged pupils in Year 1 (57.1% PP vs 82.1% non-PP, a gap of 25.0 percentage points) and Year 3 (38.1% PP vs 81.1% non-PP, a gap of 43.0 percentage points) remain considerably behind their non-disadvantaged peers.
5	Many pupils eligible for Pupil Premium funding have fewer wider life experiences and less access to cultural capital than their peers, which can affect both engagement in the curriculum and social and emotional development.
6	Attendance analysis in previous years has shown that disadvantaged pupils are more likely to be persistently absent than their non-disadvantaged peers. Updated, PP-specific attendance data for 2025-26 has not been included in this review and should be incorporated once available, to confirm whether the gap has persisted into 2026-27.

5. Intended Outcomes for 2026-27

This explains the outcomes we are aiming for by the end of this strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved language and communication skills in EYFS and KS1	• On-entry assessment identifies pupils with language and communication needs, with support timetabled immediately. • Staff receive ongoing CPD in strategies to embed vocabulary and language development within lessons. • Senior and middle leaders monitor the quality of language provision through learning walks and book looks, and provide targeted support where needed. • Parents and carers are kept informed of the vocabulary pupils are learning, so they can reinforce this at home. • The gap between disadvantaged and non-disadvantaged pupils working at ARE+ in reading and writing in Year 1 narrows from the 2025-26 baseline (41.6 and 36.9 percentage points respectively).

Intended Outcome	Success Criteria
Reading gap closed for disadvantaged pupils, particularly in Year 1 and Year 3	• The attainment gap between disadvantaged and non-disadvantaged pupils working at ARE+ in reading narrows in Year 1 (from 41.6 percentage points) and Year 3 (from 42.4 percentage points) during 2026-27. • Disadvantaged pupils are identified early and a timetable of reading interventions and additional sessions is in place. • Progress review meetings keep teachers focused on closing the reading gap for disadvantaged pupils. • Disadvantaged pupils have regular, timetabled access to quality texts, story time and reading for pleasure. • Phonics books matched to pupils' reading level are sent home weekly.
Writing gap closed for disadvantaged pupils across KS1 and lower KS2	• The attainment gap between disadvantaged and non-disadvantaged pupils working at ARE+ in writing narrows in Years 1 to 4 from the 2025-26 baseline (36.9, 25.5, 32.4 and 29.9 percentage points respectively). • A timetable of targeted writing interventions and additional sessions is in place. • Writing working walls are embedded across the school to help disadvantaged pupils write with increasing independence. • Progress review meetings keep teachers focused on closing the writing gap for disadvantaged pupils.
Mathematics gap closed for disadvantaged pupils, particularly in Year 1 and Year 3	• The attainment gap between disadvantaged and non-disadvantaged pupils working at ARE+ in mathematics narrows in Year 1 (from 25.0 percentage points) and Year 3 (from 43.0 percentage points) during 2026-27. • Maths mastery principles, including the concrete-pictorial-abstract approach, are embedded consistently across the school. • Targeted maths interventions and precision teaching are timetabled for identified pupils, prioritising Year 1 and Year 3. • Progress review meetings keep teachers focused on closing the maths gap for disadvantaged pupils.
Cultural capital and enrichment maintained and extended	• Disadvantaged pupils are identified and offered additional support to access clubs and extra-curricular activities. • Enrichment opportunities (trips, visits, artist in residence, cultural experiences) are planned and linked to curriculum topics. • Take-up of enrichment opportunities by disadvantaged pupils is monitored each term.
Attendance and punctuality improved for disadvantaged pupils	• Pupils with poor attendance are identified through daily monitoring. • Meetings take place with parents and carers to encourage attendance and identify barriers. • Persistent absence among disadvantaged pupils reduces, moving closer to the rate for non-disadvantaged pupils.

Intended Outcome	Success Criteria
	• Attendance data, broken down by Pupil Premium eligibility, is reviewed each term to confirm the gap is narrowing.

6. Activity for 2026-27

This details the actions planned to address the challenges listed above.

6A. Quality of Teaching and Learning – ESTIMATED COST: £30,600

Activity	Evidence that supports this approach	Priority number(s) addressed
Embed the EEF guidance and model of adaptive teaching to support disadvantaged pupils.	EEF: Moving from 'differentiation' to 'adaptive teaching' (educationendowmentfoundation.org.uk).	1, 2, 3, 4
CPD on using digital tools (e.g. White Rose Maths, 2Simple) to improve pupil outcomes.	EEF: Digital technology guidance report (educationendowmentfoundation.org.uk).	2, 3, 4
CPD from a Speech and Language Therapist on communication and language strategies; SaLT input to develop staff practice and programmes.	EEF: High-quality teaching for all has the greatest impact on closing the attainment gap (educationendowmentfoundation.org.uk).	1
Phase leaders and SLT share expertise in relevant areas to ensure high-quality teaching for all, alongside a targeted Pupil Premium approach.	EEF: High-quality teaching for all has the greatest impact on closing the attainment gap (educationendowmentfoundation.org.uk).	1, 2, 3
Continue to develop the teaching of phonics and early reading through professional development, practice sessions and instructional coaching; family access to decodable books/e-books; workshops for families on early reading strategies.	EEF: Phonics and Improving Literacy in KS1 guidance reports (educationendowmentfoundation.org.uk).	1, 2
Continue to develop maths working walls, individualised instruction and targeted interventions so pupils can reason and make mathematical links; update manipulative resources to support the CPA approach.	EEF: Improving Mathematics in the Early Years and Mathematics Mastery project (educationendowmentfoundation.org.uk).	2, 4
Bespoke training on developing a love of reading for all pupils and creating classroom environments that encourage reading; CPD and subscription to embed the Little Wandle Letters and Sounds scheme.	EEF: Improving Literacy in KS1 and Phonics guidance reports (educationendowmentfoundation.org.uk).	1, 2

Activity	Evidence that supports this approach	Priority number(s) addressed
Continue to embed schemes of work for PSHCE, Art and DT, History, Geography and Science that broaden disadvantaged pupils' knowledge and experiences.	EEF: Effective Professional Development guidance report (educationendowmentfoundation.org.uk).	5

6B. Targeted Academic Support – ESTIMATED COST: £102,000

Activity	Evidence that supports this approach	Priority number(s) addressed
Employ qualified additional adults to deliver small-group interventions in reading, writing and maths for disadvantaged pupils across Years 1-6, prioritising Year 1 and Year 3.	High-quality teaching for pupils with the greatest need features across EEF guidance.	1, 2, 3, 4
Support staff to run targeted support for early language, phonics, reading and early number.	EEF: Teaching Assistant Interventions guidance report (educationendowmentfoundation.org.uk).	1, 2, 4
Deliver oral language interventions (e.g. 'I can talk boost') to pupils in EYFS and KS1 to support language development.	EEF: Oral language interventions, Teaching & Learning Toolkit (educationendowmentfoundation.org.uk).	1
One-to-one Little Wandle phonics tutoring, including for KS2 pupils who have not yet passed the phonics screening check.	EEF: Teaching Assistant Interventions, Teaching & Learning Toolkit (educationendowmentfoundation.org.uk).	1, 2
Precision teaching using maths intervention tools, individually and in small groups, prioritised for Year 1 and Year 3.	EEF: Teaching Assistant Interventions, Teaching & Learning Toolkit (educationendowmentfoundation.org.uk).	4
Employ a behaviour-focused LSA to support small groups and individuals to regulate emotions and behaviour.	EEF: Behaviour interventions, Teaching & Learning Toolkit (educationendowmentfoundation.org.uk).	1
Additional adults in Year 6 to deliver targeted interventions for disadvantaged pupils, sustaining strong outcomes by the end of KS2.	EEF: Teaching Assistants guidance report (educationendowmentfoundation.org.uk).	2, 3, 4
Additional targeted writing interventions across Years 1-4 to address the wider writing gap.	EEF: Improving Literacy guidance reports (educationendowmentfoundation.org.uk).	3

6C. Wider Strategies (attendance, behaviour, wellbeing, enrichment) ESTIMATED COST: £40,800

Activity	Evidence that supports this approach	Priority number(s) addressed
Free or subsidised breakfast and after-school provision for targeted pupils.	DfE Breakfast Clubs Programme; EEF National School Breakfast Programme evaluation.	5, 6
Free or subsidised enrichment club places for targeted pupils, including additional cooking and gardening sessions linked to writing outcomes.	EEF: Arts participation, Teaching & Learning Toolkit (educationendowmentfoundation.org.uk).	5
Subsidised places on residential trips for targeted pupils.	Pupil Premium guidance (gov.uk).	5
Implement the school's art strategy and wider curriculum enrichment plan, including after-school clubs and a gallery visit for each year group.	School development plan / Art and DT action plan.	5
Attendance lead to work with vulnerable pupils, pupils with wider disadvantage, and their families.	EEF: Working with Parents to Support Children's Learning; DfE Improving School Attendance guidance.	6
Contingency allowance retained to respond quickly to acute needs that have not yet been identified.	Based on experience at Brunswick Park and similar schools, a small contingency allows a rapid response to emerging need.	—

7. Review of the Pupil Premium Strategy for 2025-26

Overall, the strategies in place during 2025-26 supported strong outcomes for disadvantaged pupils by the end of Key Stage 2 and have helped to identify clear priorities for 2026-27.

At the end of Key Stage 2 (July 2026), disadvantaged pupils outperformed their non-disadvantaged peers in school across every measure reported, as shown below. Sixty percent of the Year 6 cohort (36 of 60 pupils, including two pupils with an EHCP) were eligible for Pupil Premium funding, which makes this outcome particularly significant.

Measure (July 2026)	Non-PP	PP
Reading, Writing & Maths combined (EXP)	83%	**89%**
Reading (EXP)	88%	**94%**
Writing (EXP)	88%	**94%**
Maths (EXP)	88%	**89%**
SPaG (EXP)	75%	**86%**

This strength at the end of KS2 masks considerable in-school gaps earlier on. Teacher assessment data for Summer 2025-26 (Section 2) shows that disadvantaged pupils are working behind their non-disadvantaged peers in the majority of year groups, in all three core subjects. The gaps are widest in Year 1 (reading and writing) and

Year 3 (reading, writing and mathematics), and remain considerable in Year 4 writing. This continues the pattern identified in last year's review and confirms that although targeted interventions have supported gap-narrowing as pupils move up the school, gaps identified early are not yet closing quickly enough.

Whole-school progress data for 2025-26 shows that most pupils made at least expected progress in reading (88.1%), writing (76.7%) and maths (87.6%), which provides a strong foundation for the targeted work planned for 2026-27. This data is not currently broken down by Pupil Premium eligibility; it is recommended that this is added to future progress reporting so it can be used to evaluate the impact of the strategy more precisely.

Attendance was a focus of the 2025-26 strategy. Updated attendance data broken down by Pupil Premium eligibility has not been provided for this review and should be incorporated once available, to confirm whether the previously identified gap has persisted into 2026-27.

This review has been used directly to inform the priorities, intended outcomes and activity set out in this strategy for 2026-27.