

Browick Road Primary and Nursery School

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	Browick Road Primary and Nursery School
Number of pupils in school	210 (+37 Nursery)
Proportion (%) of Pupil Premium eligible pupils	17.6% (37 children)
Academic year/years that our current Pupil Premium Strategy Plan covers (3-year plans are recommended)	2025/2026 to 2027-2028 (Year 1 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Vicki Wild Acting Headteacher
Pupil Premium Lead	Nic Barber
Governor Lead	Richard Goodenough

Funding overview 2025/26

Detail	Amount
Pupil Premium funding allocation this academic year	£83,417
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£48,213
Total budget for this academic year	£131,630

Part A: Pupil Premium Strategy Plan

Statement of intent

The focus of our strategy is to give every pupil in our school the opportunity to succeed. By promoting an ethos of attainment for all pupils, we aim to ensure that every child makes good progress in their learning, regardless of their background or current situation. As a school, we want to address the underlying inequalities between pupils, as far as possible.

A focus on [high-quality teaching is central to our strategy](#). We monitor the progress and attainment of each pupil closely and discuss the best way forward to support them to make good progress. Teachers use data from assessments to identify pupils' learning needs and review progress. Individual support is provided for specific learning needs and group support for pupils with similar needs. Well-trained staff are deployed to support disadvantaged pupils. [We plan targeted support, in the form of tutoring](#), for small groups of children; including tutoring for children who are working above the expectations for their year group. From 2025, the Pupil Premium champion's role is to champion, mentor and support children. They will be released to look at pupils' books, check in with children and consider possible barriers and challenges. Through pupil progress meetings and as part of the monitoring process, they will assist with the provision of support for students from the Pupil Premium cohort, helping them to overcome barriers to learning, in order for them to achieve their potential. Throughout 2025 we will continue to implement [WalkThrus](#) to ensure quality first teaching is embedded consistently across the school.

Being aware of the impact that a language gap can have on children, [we prioritise the development of language skills in the Early Years](#). The Wellcomm screening check and intervention programme is used effectively in Reception with targeted groups of children to improve early language and literacy skills. Children's speech sound production is also checked, and weekly support is put in place by our specialist Teaching Assistant in school, as well as by the class TA.

[Oracy will form a large part of the new national curriculum](#) and when the curriculum is published in early 2026, we will ensure that its principles are embedded throughout our school curriculum and practice.

We have identified a continued need across the school for nurture support to ensure children have the right foundations in place to access learning. [The children's wellbeing is given a high priority](#) and an Emotional Literacy Support Assistant (ELSA) team is employed to support children to work through situations in their life, which may affect their learning. We provide strong social and emotional support, including working in partnership with families to collectively ensure pupils' success.

[We have identified self-regulation as an area for development](#) and are continuing to develop our relationships policy, using a range of approaches including Zones of Regulation to support children. A vital aspect of the role is to work with other school staff to raise academic progress and develop character and self-esteem.

We believe that [all pupils should experience a range of enrichment and extra-curricular activities](#), including residential visits. Pupil Premium funding is used to enable disadvantaged pupils to take part in valuable learning opportunities that they may otherwise not have, including learning to play an instrument.

[Parent partnership](#) is a key ingredient in ensuring the success of our strategy and the school will release our school administrator to fulfil the role of Parent Support Advisor for one day each week. She will be able to support and signpost parents to a range of services for themselves, families and children.

Our ultimate aim is that our use of the Pupil Premium will make a significant impact on the education and lives of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy and speech and language skills</p> <p>Assessments indicate that some of our Pupil Premium children need support to develop their oral language skills and reduce gaps in their vocabulary. This is evident from the Early Years through to KS2.</p>
2	<p>Reading and phonic skills</p> <p>Assessments show that some of our Pupil Premium children require support to apply their phonic skills.</p>
3	<p>Reading and comprehension</p> <p>Assessments show that some of our Pupil Premium children need support to improve their reading speed and comprehension skills.</p>
4	<p>Parental engagement</p> <p>Our observations show that some Pupil Premium children may need support to read more frequently at home.</p>
5	<p>Self-confidence/resilience and self-regulation</p> <p>Through discussions at pupil progress meetings, and conversations with parents, it is clear that several of our Pupil Premium children require support to become resilient and independent learners. Pupils may need support to manage their self-regulation in order to be ready to learn.</p>

6	<p>Attendance</p> <p>In the academic year 2023-2024, the average attendance for Pupil Premium children was 94.95% and for non-Pupil Premium children it was 95.85%. In the academic year 2024-2025, the average attendance for Pupil Premium children was 94.36% and for non-Pupil Premium children it was 96.04%.</p> <p>The attendance gap between the Pupil Premium and non-Pupil Premium children remains consistently small over time although it is growing slightly. Most of our children have good attendance, there are some children for whom poor attendance impacts on their learning.</p>
---	---

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved speech and language skills from children's starting points on entry to Reception class	<p>Assessments of children taking part in the Wellcomm programme will show good progress against their initial assessment. Most children following the programme should make sufficient progress to develop age-appropriate language skills.</p> <p>The majority of children being supported by a specialist speech and language teaching assistant will show good progress.</p> <p>Vocabulary taught explicitly in lessons across the curriculum will be used in pupils' written work.</p>
Improved reading and phonic skills in Early Years and KS1	<p>Assessments of children taking part in the Read Write Inc. programme will show good progress from their starting points and they should graduate from the programme by the end of Year 2.</p> <p>By the end of KS1, pupils will have made good progress in reading from their starting points at the beginning of reception.</p> <p>Our target for the Phonics Screening check is that at least 85% of disadvantaged pupils will pass the check at the end of Year 1.</p>
Improved reading and comprehension skills in KS2	At least 75% of disadvantaged pupils will be at the expected standard by the end of KS2 in 2025/26.
To improve parental engagement	Parents will be more confident to support their children's learning outside school.

To improve self-confidence and resilience in all learners	Children will be confident and resilient learners with good wellbeing. <ul style="list-style-type: none"> • Data from ELSA sessions • Pupil voice • Feedback from parents and teachers
To improve children's self-regulation	Children will be able to identify their feelings and levels of regulation and develop their own 'toolkits' to help them manage feelings and behaviour in different situations.
To improve and sustain good attendance for all pupils	Attendance of Pupil Premium children will be at least as good as the attendance of non-Pupil Premium children.

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: £83,213 to support the continued development of oracy, phonics and writing in line with our whole school priorities.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing approach –teachers and TAs are trained to ensure the approach is delivered effectively. This is linked to school SIDP Priority 1.	<u>EEF Oral language interventions</u> +6 months progress over the course of a year Very high impact for very low cost based on extensive evidence.	1, 3
Development of Oracy across the curriculum. Oracy skills and vocabulary are explicitly taught across the curriculum supported by CUSP curriculum and PIXL resources.	<u>EEF Oral language interventions</u> +6 months progress over the course of a year Very high impact for very low cost based on extensive evidence.	1,3

<p>Read Write Inc. phonics programme – training for new teachers and TAs. Teaching of phonics will continue to be monitored in conjunction with our Read, Write, Inc consultant.</p>	<p><u>EEF Phonics</u> +5 months progress over the course of a year High impact for very low cost based on very extensive evidence.</p>	<p>2, 4</p>
<p>This is linked to SIDP Priority 1 and end of key stage outcomes.</p> <p>Parent workshops</p> <p>Parent drop-ins with Parent Support Advisor, Pupil Premium Lead and SENCO.</p>	<p><u>EEF Parental engagement</u> +4 months progress over the course of a year Moderate impact for very low cost based on extensive evidence.</p>	<p>1, 2, 3, 4</p>
<p>CPD for all teachers using 'WalkThrus' approach. This is linked to SIDP Priority 2.</p>	<p><u>EEF Cognitive science in the classroom</u></p> <p><u>EEF Great teaching toolkit</u></p> <p><u>EEF Metacognition and self-Regulation</u> +7 months progress over the course of a year Very high impact for very low cost based on extensive evidence.</p> <p><u>EEF Feedback</u> +6 months progress over the course of a year Very high impact for very low cost based on extensive evidence.</p>	<p>1,2,3</p>
<p>Whole school teaching of Zones of Regulation and PACE approach. Development of a Relationships Policy. This is linked to SIDP Priority 3.</p>	<p><u>EEF Social and Emotional learning</u> +3 months progress over the course of a year Moderate impact for very low cost based on limited evidence.</p> <p><u>EEF Behaviour Interventions</u> +3 months progress over the course of a year Moderate impact for low cost based on limited evidence.</p>	<p>1,5</p>

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

Budgeted cost: £39,417 linked to whole school outcomes and the continued development of phonics and writing.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading comprehension and writing interventions in KS2, including small group tuition.</p> <p>This is linked to SIDP Priority 1 and end of KS2 attainment targets.</p>	<p>EEF Small group tuition</p> <p>+4 months progress over the course of a year</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>EEF Reading comprehension strategies</p> <p>+7 months progress over the course of a year</p> <p>Very high impact for very low cost based on extensive evidence.</p>	1,2,3,4,5
<p>Wellcomm intervention programme for Reception.</p> <p>This is linked to SIDP Priority 1 and end of EYFS outcomes.</p>	<p>EEF Oral language interventions</p> <p>+6 months progress over the course of a year</p> <p>Very high impact for very low cost based on extensive evidence.</p>	1,2,3,5

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest Schools, ELSA, Nurture, enrichment days, trips etc.</p>	<p>EEF Social and Emotional learning</p> <p>+3 months progress over the course of a year</p> <p>Moderate impact for moderate cost based on extensive evidence.</p>	4, 5

Supportive attendance meetings Attendance incentives Breakfast Club (Kaleidoscope)	To improve attendance for children who are missing out on vital learning due to poor attendance.	6
TLR for Pupil Premium lead	To champion Pupil Premium children, making sure that they make the best possible progress in school and are a high priority in every class.	1-6
Parent Support by Parent Support Advisor	<u>EEF Parental engagement</u> +4 months progress over the course of a year Moderate impact for very low cost based on extensive evidence.	1,2,4,5,6
Supporting wider wellbeing and belonging. Budget for uniform, trips, clubs and music tuition.	<u>EEF Arts participation</u> Moderate impact for very low cost based on moderate evidence.	1,2,3,5,6

Total budgeted cost: £56,354

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.

CUSP is embedded across the school from EYFS to Year 6 and continues to be monitored. We have bought the base slide decks for each CUSP subject which enables us to ensure that the teaching sequence within lessons reduces children's cognitive load. Dual coding (words and pictures) is used throughout to increase children's understanding and help close the vocabulary gap. Use of CUSP has had an impact on children's use of vocabulary in lessons, improved recall skills and increased children's enjoyment in learning.

We have taught the Zones of Regulation curriculum to all children from Reception to year 6 and shared this work with parents. This enables children to name, categorise and understand emotions and take steps towards self-regulation. Monitoring shows that the language and principles of the Zones of Regulation are embedded across the curriculum and throughout school life. Zones of Regulation is given high prominence with displays in each class. Our monitoring shows that self-regulation is a challenging area for some children, particularly for disadvantaged children. These lessons will continue into the next academic year and beyond as part of our wider PSHE curriculum.

In EYFS, our assessments of early language skills with pupils who had completed the Wellcomm language intervention indicated that all disadvantaged children made progress from their starting point. The majority of Pupil Premium children on the Wellcomm programme are working towards age-appropriate language skills. This work will continue in KS1. Some children continue to be supported by a specialist teaching assistant from the SRB to develop speech sounds and communication skills.

Our phonic assessments in EYFS and KS1 have shown that individual interventions have had a positive impact on disadvantaged pupils' progress within the Read Write Inc. programme. In KS1, Pupil Premium pupils made good progress: 83% of Pupil Premium children against 95% who are not Pupil Premium in Year 1 passed the phonics screening check. Support with phonics will continue into year 3 for those children who still require it.

The school continued to receive external support and monitoring to implement the Read Write Inc. programme successfully. In KS1, 75% of Pupil Premium pupils made expected or better progress in reading from the previous year.

The small size of our cohorts means that we are vulnerable to fluctuations in results which show variability year on year. 43% of the Pupil Premium children reached the expected standard in reading in KS2 SATS. 100% of children made expected or better progress from KS1. Regular reading speed checks showed an improvement for all children. We continue to monitor our data regularly and put interventions in place where needed.

Parents and carers received additional support through our Parent Support Advisor, whose role will be fulfilled by our school administrator moving forwards. A range of courses has been offered by the adult learning team which were attended by parents and carers of pupil premium and non-pupil premium children. Parents have continued to come in to school for events and workshops such as phonics workshops, parent workshops for wellbeing, maths and literacy, residential trip meetings and performances. Effective communication also continued, using online learning platforms, the school website, Facebook, letters and emails. 70% of disadvantaged pupils attended a funded club in the academic year 2024-2025 with several children representing the school at competitions. 13% of KS2 children received financial support for music lessons and were able to take part in the summer concert. In addition to this 40% of Pupil Premium children were members of our school choir and attended County Music Festival and community performances.

Children in KS1 and KS2 received support from an Emotional Literacy Support Assistant and worked on specific objectives enabling them to better focus on their learning at school. Two new ELSAs were trained and have supported children in school since early 2024. In addition to this, the ELSA assistants are trained in supporting Young Carers. A majority of both non-Pupil Premium and Pupil Premium children participating in ELSA met their ongoing targets and completed their programme.

Attendance for the whole school was slightly higher in the academic year 2024-2025 than the previous year for all groups including those eligible for Pupil Premium. The attendance for Pupil Premium children was 94.36%. The gap between attendance for Pupil Premium and non-Pupil Premium children has increased to 1.68% from 0.56% and we need to ensure this does not increase further. There were no Fast Track attendance cases in school year 2024-2025.

Externally provided programmes

Programme	Provider
Talk for Writing	Pie Corbett/Talk for Writing Team
Read Write Inc.	Ruth Miskin/OUP/Wensum Hub
ELSA	Norfolk County Council

Service pupil premium funding

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	There were 2 Services or ex-Services children listed in school for the academic year 2024-2025
What was the impact of that spending on Service Pupil Premium eligible pupils?	The Service Pupil Premium has been used to provide access to trips and after-school clubs