

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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	Brockenhurst CE Primary & Pre-School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2nd Year
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	John Littlewood
Pupil premium lead	Julie Edwards
Governor / Trustee lead	Chris Wilsher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,425.00
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 37,425.00

Part A: Pupil premium strategy plan

Statement of intent

At Brockenhurst CE Primary & Pre-School we are committed to:

Promoting an ethos of aspiration for all pupils in our school.

Providing high quality teaching in the classroom; and targeted, evidence-based intervention and support outside the classroom when required.

Closely monitoring our pupil premium children. Our approach puts the individual at the heart of what we do; flexibly adapting provision to address their particular barriers to learning.

Class-based evidence, along with internal data, shows we have a rising need for social and emotional support for our pupils.

In school we use NFER summative tests in Reading and Mathematics together with the Hampshire Assessment Model and National benchmarks to track pupils' progress and outcomes.

We want our pupil premium children to leave our school equipped with the necessary attainment levels, learning behaviours and emotional resilience to enter the next phase of their education with the confidence to succeed and flourish.

This statement has been underpinned by the following:

- Using Pupil Premium: guidance for school leaders
- Education Endowment Fund (EEF) Teaching and Learning Toolkit
- Putting evidence to work – A School's Guide to Implementation
- Ofsted's latest report of the use of Pupil Premium

Challenges

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

Challenge number	Detail of challenge
1	Potential for <u>mental health problems</u> to be more prevalent
2	Potential for <u>safeguarding concerns</u> to be more prevalent in this group of children
3	Potential for disadvantaged pupils to have a <u>lower phonological awareness and vocabulary bank</u> , due to exposure to fewer spoken words and books to read at home
4	Potential for disadvantaged pupils to display <u>poorer learning behaviours</u> and <u>resilience to learn</u>

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	Cost
<p>High quality speaking and listening opportunities and breadth of vocabulary from Pre-School up</p> <ul style="list-style-type: none"> All staff promoting high oracy expectations and standards for PP children 	<p>Reduce progress gap for PP/SEND pupils and lowest 20%</p> <p>Sustain progress, achievement and attainment of all pupils – progress checking</p> <p>Develop the use of digital technology in supporting learning barriers</p> <p>Embed Little Wandle (phonics with fidelity)</p> <p>Embed KS2 fluency/vocabulary project in raising attainment</p> <p>All staff will feel confident to support disadvantaged pupils, through safeguarding, well-being, attainment or attendance issues</p> <p>SIP 1.5/2.1/2.2</p>	<p>CPD</p> <p>TA meetings</p> <p>NFER diagnostic tests</p> <p>HFL Education Fluency Project</p> <p>Progress checking</p>
<p>Mental Wealth/Learning behaviours</p> <ul style="list-style-type: none"> Increased engagement and improved motivation attitude 	<p><u>Barriers to learning</u></p> <p>Behaviour of PP children is tracked and proactively managed</p> <p>Attendance of PP children is tracked and pro-actively managed</p> <p>Emotional literacy (Boxall levels tracked)</p> <p>Safeguarding tracked and proactively managed</p> <p>Pigs onsite</p> <p>Forest School</p> <p>Development of Sensory Garden</p> <p>Therapy dogs</p> <p>SIP 1.1/2.1</p>	<p>HIAS Inspection</p> <p>Safeguarding audit</p> <p>CPOMS/case reviews</p> <p>Admin time</p> <p>X2 trained ELSA's delivering 1:1, small group ELSA sessions and Nurture Lunch</p> <p>30 min Golden Time per week</p> <p>X3 trained Forest School</p> <p>Therapy Dogs onsite</p> <p>Jigsaw (PDL) – whole school programme</p> <p>EP support in delivery of whole-school INSET</p>
<p>To upskill staff in executive functioning skills. Embed to ensure normally available provision in all classrooms</p>	<p>Training to make institutional change to normally available practice in the area of executive functioning</p> <p>SIP 2.2/3.2</p>	<p>EP support in delivery of training - INSET</p> <p>SENCo time to track and monitor key pupils</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£12,335**

Activity CPD	Evidence that supports this approach	Challenge number(s) addressed
Assessment/HAM – Granular Progress Identifying individual gaps in skills	£2,000 Children are often labelled as failing when in reality it is a small aspect or number of aspects that are holding them back. By looking into the small specific weaker areas next steps can be more clearly identified	3 4
Training of SENDCo	£10,335 Children require tracking, provision and explicit teaching of executive functioning and other cognitive/learning aspects in order to access the whole curriculum and impact progress	4

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

Budgeted cost: **£11,350**

Activity INTERVENTIONS	Evidence that supports this approach	Challenge number(s) addressed
Stareway to Spelling (SO'M)	£1,900 Children who have not had success with phonics may need an alternative strategy. Once in KS2 a different approach is needed to remove spelling as a barrier	3
Maths (JM) Number Sense (KS2) First Class @ Number (KS1)	£3,420 Children with poor concept of the value of number and lower reading and reasoning skills due to language acquisition struggle to reach expectation. Breaking down concepts increases access and belief in self	4

Phonics (RK)	£3,380 Children who have difficulties with recall, sound formation and blending struggle to access reading and in turn writing. Revision of the phases and blending increases vocabulary and access to the wider curriculum	3
Fluency Project (HFL - Education Fluency Project) (GC)	£2,850 Develop baseline assessment and 16 session intensive intervention increasing prosody and comprehension – opening up the wider curriculum through secure reading	3
Speech & Language Link package (JN) Developing speech and language to ensure access for all	£2,900 Children’s access to language opens learning to them. Speech and language intervention can reduce attainment gap	3

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

Budgeted cost: **£10,740**

Activity ELSA	Evidence that supports this approach	Challenge number(s) addressed
ELSA (MMD, HS) – 12hrs/wk	£7,000 Children with a low emotional quotient struggle to show potential as their working memory is full and they are unable to focus on the task in hand or have the resilience to see tasks through	1 2
Wellbeing for mental health – Forest School/ Garden / Dogs (HW)	£3,740 A calm and purposeful environment promotes balance and reduces anxiety. Animals and nature create a safe place where all can benefit	1

Total budgeted cost: £37,425

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 to 2025 academic year.

Food vouchers were provided to pupil premium pupils throughout the year. In 2024-2025, support focused on ensuring the physical, mental and emotional health and well-being of the pupil premium pupil in school and we also identified and addressed any underachievement. Pupil premium pupils received additional ELSA. Review of provision showed improved emotional wellbeing and accelerated learning due to the additional support received.

Ofsted and HIAS disadvantaged reviews highlighted that all pupils are included, and leaders have high expectations for all, which is born out in their learning and overall personal achievement from their starting points.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details