

Pupil premium strategy statement 2025-2026

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	Brewster Avenue Infant and Nursery School
Number of pupils in school	130 (Reception – Year 2)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	12 th December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Amanda Bull
Governor / Trustee lead	Agnes Gallovich-Levai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56 613
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56 613

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Brewster Avenue, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment - a number of disadvantaged children begin school, working significantly below their peers
2	Language – a number of disadvantaged children begin school with language and communication skills below those of their peers
3	Domestic difficulties – a number of disadvantaged pupils experience challenge in their home lives and leading to reduced emotional resilience and readiness to learn
4	Behaviour and wellbeing – a number of disadvantaged children have reduced emotional resilience, affecting engagement which is hindering progress and attainment
5	SEND needs – a number of disadvantaged pupils also have additional needs
6	Attendance - a number of disadvantaged children are persistent absentees
7	Access to opportunities and experiences - educational experiences such as trips, music lessons and participation in physical activities

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	Phonics screening check outcomes in 2027/28 show that disadvantaged pupils attain as well as non-disadvantaged pupils.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2027/28 show that more than 75% of disadvantaged pupils meet the expected standard and 20% achieve greater depth.
Improved mathematics attainment among disadvantaged pupils.	KS1 mathematics outcomes in 2027/28 show that more than 75% of disadvantaged pupils meet the expected standard and 20% achieve greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>High levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • learning walks and monitoring show high levels of engagement in learning • participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and a narrowing of the attendance gap between disadvantaged pupils and their non-disadvantaged peers

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: £2558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development - Emma Turner - Write from the Start - Active Spelling	Education Policy Institute (2020) found that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. It states that professional development should: a) Build Knowledge b) Motivate Staff c) Develop Teaching Techniques d) Embed Practice	1
Resources to support teaching of the new Little Wandle Handwriting Programme	The Writing Framework (DfE 2025) states that "The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils".	1, 2 & 5

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

Budgeted cost: £51048

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group phonics intervention	<p>EEF found that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF found that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>EEF found that one to one tuition and small group tuition are both effective interventions.</p>	1, 2 & 5
Capacity for small group reading tuition in Key stage 1	<p>EEF found that small group tuition has an average impact of four months' additional progress over the course of the year.</p> <p>EEF found that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p>	1 & 2
Language Link	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	1, 2, 4 & 5

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

Budgeted cost: £3191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and supervision for student social workers	EEF-Social and emotional learning approaches have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic year.	3, 4 & 6
Educational Psychologist visits	EPs advise staff, other professionals, and parents/carers on ways of supporting children in their educational, emotional and social development. Where appropriate EPs carry out psychological assessments of children (PCC).	4 & 5
Music Hub Membership-Ukulele lessons for year 2, Theatre Visit for year 1, music performance for year 2	EEF- average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	7

Total budgeted cost: £56797

Part B: Review of outcomes in the previous academic year

Pupil premium outcomes 2024-2025

EYFS				
GLD				
	2025	2024	2023	National 2024
Cohort	62%	55%	68%	68%
Pupil Premium	54%	53%	75%	52%
Not Pupil Premium	65%	52%	66%	72%

Phonics screening check – Year 2				
	2025	2024	2023	National 2024
Retakes	57%	41%	45%	
End of KS1 cumulative	87%	82%	80%	89%
Pupil Premium	83%	86%	71%	
Not Pupil Premium	90%	83%	84%	

Phonics screening check – Year 1				
	2025	2024	2023	National 2025
Cohort	67%	76%	71%	80%
Pupil Premium	79%	73%	83%	67%
Not Pupil Premium	62%	76%	67%	84%

Year 2						
	Reading		Writing		Maths	
	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth	% Expected Standard +	% Greater Depth
Cohort	66%	15%	68%	6%	66%	11%
Pupil Premium	50%	6%	56%	0%	44%	0%
Not Pupil Premium	76%	21%	72%	10%	73%	16%

Further Information

Opportunities and experiences provided for all children: woodland learning, music including live performances, school trips and visits, after school clubs.