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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Brinsworth Howarth Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3year plans are recommended)**	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	J Cook
Pupil premium lead	J Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,930
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	£37,930

Part A: Pupil premium strategy plan

Statement of intent

At Brinsworth Howarth Primary School, we intend to:

- Close the attainment gap between disadvantaged and non-disadvantaged pupils.
- Support disadvantaged pupils to make good or better progress.
- Support disadvantaged pupils with their social, emotional and mental wellbeing and remove societal barriers that may prevent them from accessing learning.
- Ensure high aspirations for pupils and their families by providing memorable moments and enrichment opportunities.

We will do this by:

- Having a whole-school ethos linked to creating a sense of belonging which means children want to attend school.
- Providing quality first teaching for all pupils.
- Training staff to identify at an early stage when a pupil is presenting with an undiagnosed need, and giving support before the need escalates.
- Closely monitoring children's progress and giving timely intervention for any pupil who is falling behind.
- Ensuring that the appropriate provision is made for pupils who have an identified SEND need in addition to disadvantage, and that staff are confident in meeting children's needs.
- Ensuring school has a focus on phonics, early reading, and early writing to give children the best start with developing their literacy skills.
- Giving children strategies to recognise and respond to their own emotions and those of their peers, supporting children to stay well regulated.
- Providing children with enrichments that they may not otherwise experience such as performances and learning to play musical instruments.

Challenges

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

Challenge number	Detail of challenge
1	A number of our disadvantaged children arrive in school at a lower starting point with their communication language and literacy development.
2	A number of our disadvantaged children come from a trauma background and need support with their emotional regulation.
3	A number of our disadvantaged pupils have additional SEND/SEMH needs which require further support in class and unstructured times.
4	Some of our disadvantaged children do not make expected progress in the EYFS resulting in them not achieving a good level of development.
5	Some of our disadvantaged children do not meet the expectations in phonics in the Y1 phonics screen.
6	Non-Pupil premium children outperformed pupil premium children in Y6 statutory assessments in 2026. 67% pp children achieved expected standard in reading (non-pp 77%) 29%pp children achieved expected standard in writing (88% non-pp) 33% pp children achieved expected standard in maths (77% non-pp)
7	44% of persistent absentees in 2025/2026 were disadvantaged.
8	Some of our disadvantaged pupils do not experience enrichment activities outside of school which impacts their ability to use their experiences across curriculum

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
An increased number of disadvantaged pupils achieving GLD in EYFS	• Disadvantaged children make rapid progress from their starting points and those who do not have any other recognised barrier (such as SEND, EAL) reach a good level of development at the end of F2

Staff gain a good understanding of children's difficulties with speech, communication and language and support is implemented from the start	• Staff are able to screen children and identify need in areas of CLLD • Staff are confident in how to support children to develop in this area
An increased number of disadvantaged pupils achieving in line with their non-disadvantaged peers in Y6 statutory assessments	• The gap between PP and Non-PP students will narrow in all Y6 statutory assessments, with a particular focus on writing
The attendance of disadvantaged pupils will improve with fewer children becoming persistent absentees	• Improved attendance for disadvantaged pupils • Fewer PP children will become persistently absent • Families will have a good understanding of the importance of school attendance and work with school to improve their child's attendance • All children experience a sense of belonging which makes them feel safe and valued, thus improving their attendance
PP children with SEND / SEMH needs will be supported to access quality first teaching alongside their peers	• Classrooms will be carefully considered to create a calm and nurturing environment • Whole class strategies will be implemented to meet a growing range of sensory and emotional needs, meaning more children are able to remain regulated and learning in their classrooms • Teachers will be confident in their adaptive teaching strategies which means all children will be included in classroom teaching and learning
Disadvantaged children will be well supported with their mental health and emotional well being	• Support will be given swiftly to those pupils requiring help to recognise and manage their emotions • ELSA support will be available for those pupils requiring a higher level of support • Children will be taught to self-regulate through co-regulation strategies and using the Zones of Regulation toolkit
Curricular and enrichment activities will be designed to promote children's creativity, love of the arts and develop the talents of all pupils, including those that are disadvantaged	• A wide-range of extra-curricular activities will be offered to nurture different talents • Disadvantaged children are targeted and prioritised for extra-curricular activities

	• All children will learn to play the drums and the violin during their time in KS2 • Extended School Partnership Officer to organise and deliver after school clubs and holiday clubs.

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: £18, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm purchase, training and delivery - EYFS staff to train and then deliver, plus one KS1 TA	Evidence based programme to support screening and intervention for speech, communication and language development - See Communication and Language approaches - EEF	1
Elklan purchase, training and delivery - 2 x TAs to train and deliver	Specific evidence-based programme for supporting speech sound development - See Communication and Language approaches - EEF	1, 5
Sounds-Write purchase, training and delivery - Staff training in Sounds-Write delivery and intervention – CPD for all staff. Staff release and leadership time to support peer observation and teaching support	Accredited phonics programme – to develop early reading and writing The Reading Framework (Ofsted) The Writing Framework (Ofsted) Strong Foundations in the First Years of School (Ofsted) The Best Start in Life: 3 (Ofsted)	5
Adaptive teaching training - Staff training to meet the needs of all children across the curriculum (with a focus on reading lessons in 2026-2027)	Evidence based approach - See EEF Guide to Inclusive Teaching	3,4,5,6
SEMH Friendly Classrooms training -	Evidence based approach – See EEF Guide to Inclusive Teaching	2,3,4,6

Training to focus on sensory needs in the classroom environment and how these can be supported whole class to ensure a positive learning environment for all		

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

Budgeted cost: £12,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to be delivered following assessment and analysis (WellComm, Elklan, SALT, phonics, reading fluency, reading comprehension, maths fluency, maths reasoning)	The Reading Framework – Ofsted Preparing for Literacy – EEF Selecting interventions for pupils with SEND – EEF Improving literacy in KS1 - EEF	1-6

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

Budgeted cost: £7,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support groups to be offered to pupils struggling with mental health	Social and Emotional Learning - EEF	2,3
Improve pupil attendance – assemblies, class reward activities and 100% attendance rewards	Working Together to Improve School Attendance - DFE	7
Continue to develop personal and social provision, increase experiences, raise aspirations and nurture talents - Peripatetic music teaching – Y3 drumming and Y4 violins, a range of visits and visitors, performances in school	Approaches to supporting personal and social development – EEF Arts Participation - EEF	8
Play-based Learning opportunities to be available for all children on entry to support emotional regulation and pupil well-being plus play leaders trained to lead play outdoors– Staff and pupil training, purchase of resources	Play-based Learning opportunities - EEF	2, 7
Zones of Regulation – training for all staff, resources, bespoke sessions when necessary	Self-Regulation and Executive Functioning - EEF	2, 7

Total budgeted cost: £37,930

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 2025-2026 academic year.

2025 – 2026

EYFS GLD

All Children: 76% Pupil Premium Children: 0% (0/2 children)

Y1 Phonics

All Children: 88% Pupil Premium Children: 100% (1/1 children)

Y2 Phonics

All Children: 66% Pupil Premium Children: 50% (1/2 children)

Y4 MTC

All children: 76% Pupil Premium Children: 83%

Y6 Outcomes

Reading - All Children: 74%	Pupil Premium Children: 77%	National: 75%
Writing – All Children: 70%	Pupil Premium Children: 29%	National: 73%
Maths: All Children: 65%	Pupil Premium Children: 33%	National: 75%
Combined: All Children: 61%	Pupil Premium Children: 33%	National: 63%

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
TT Rockstars	Y
Sounds Write	Y
Numbots	Y