

BLACK COUNTRY FEDERATION

PUPIL PREMIUM STRATEGY STATEMENT

Brockmoor Primary School • Year 1 • 2026/27



CREATED BY	Senior Leadership Team, Black Country Federation
ACADEMIC YEAR	Year 1 2026/27
PUBLICATION DATE	September 2026
REVIEW DATE	July 2027
STRATEGY CYCLE	2026/27-2028/29

Aspiration and opportunity for every child

CONTEXT

Impact of the 2023-2026 cycle and why the next cycle is changing

WHAT THE PREVIOUS CYCLE ACHIEVED

Strong disadvantaged outcomes at the end of KS2 in 2025/26: 84% reading, 92% writing, 78% mathematics and 65% combined.

Strong early reading and fluency outcomes: 83% Year 1 phonics, 96% by the end of Year 2 and 55% achieving 25/25 in the MTC.

A sustained whole-school emphasis on high-quality teaching, curriculum consistency, fluency, vocabulary/oracy, targeted support and equitable access.

A stronger culture of using assessment, coaching, subject leadership and QA to identify and respond to need.

WHAT THE EVIDENCE SAYS STILL NEEDS TO IMPROVE

Strong Year 6 outcomes are not yet consistently replicated through every cohort. At the end of Year 5, 76% of disadvantaged pupils were at/above expected across reading, writing and mathematics compared with 85% of non-disadvantaged pupils.

Depth remains less secure in parts of KS2, particularly mathematics, where disadvantaged pupils in Years 3-5 averaged EXS while non-disadvantaged pupils averaged HS.

Some disadvantaged children leave EYFS with less secure foundations across the breadth of learning: 68% achieved GLD, while 53% were at expected across all ELGs.

Attendance remains a material barrier: disadvantaged attendance was 93.9% and persistent absence 15.9%, compared with 95.5% and 6.0% for non-disadvantaged pupils.

THEREFORE, THE 2026-2029 STRATEGY WILL

Diagnose specific barriers rather than treat disadvantage as a single need.

Prioritise high-quality teaching, sustained professional development and precise assessment.

Secure foundational knowledge and increase depth and independence without lowering curriculum ambition.

Use targeted academic support only where assessment identifies a defined need, with clear entry, review and exit criteria.

Treat attendance, belonging and wider access as outcome barriers where evidenced, not as generic activities.

Evaluate what changes for pupils, not simply whether provision has been delivered.

This page is an executive summary, not an additional DfE requirement. The formal review of the previous strategy is set out in Part B.

OVERVIEW School overview	
Detail	Data
Number of pupils in school	435 (September 2026)
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers	2026/27 to 2028/29 (three-year strategy, updated annually)
Date this statement was published	September 2026
Date on which it will be reviewed	Formal annual review by July 2027; implementation reviewed half-termly and impact reviewed termly
Statement authorised by	Executive Leadership, Black Country Federation
Pupil premium lead	Senior Leadership Team, Black Country Federation
Governor / Trustee lead	Tim Sunter and Jacqueline Blake, Co-Chair Governors

Current context: 435 pupils; 38.9% targeted FSM; 39.8% EAL; 20.2% SEND. These indicators inform diagnosis but are not used as a substitute for the current pupil premium eligibility figure.

FUNDING Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£289,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£289,600

STATEMENT OF INTENT

At Brockmoor Primary School, our ambition is that disadvantaged pupils achieve exceptionally well, participate fully in school life and leave primary school with the knowledge, confidence and independence needed for the next stage of their education. We do not assume that disadvantage is, in itself, a barrier to achievement. Our strategy starts with diagnosis: identifying the specific academic and wider barriers experienced by individual pupils and groups, then selecting evidence-informed responses that are proportionate to need.

The previous three-year strategy showed that disadvantaged pupils can achieve strongly at Brockmoor. In 2025/26, disadvantaged pupils achieved 84% in reading, 92% in writing, 78% in mathematics and 65% combined at the end of KS2. Reading higher standard was 30% and mathematics higher standard was 27%. Disadvantaged phonics outcomes were 83% in Year 1 and 96% by the end of Year 2; 55% achieved full marks in the MTC. These outcomes are a strength, but internal assessment shows that strong attainment is not yet sufficiently consistent across cohorts and subjects.

Our current diagnosis identifies five connected challenges: secure foundational knowledge early; reduce inconsistency between cohorts; increase depth and independence, particularly in mathematics; improve attendance for disadvantaged pupils; and respond precisely to additional barriers such as SEND, speech, language and communication needs, wellbeing and access to wider opportunities. These challenges are directly aligned with Brockmoor's current School Improvement Priorities so that pupil premium is not a parallel initiative.

High-quality teaching is the central lever. This reflects the DfE menu of approaches and EEF guidance: teaching, assessment and a broad, balanced, knowledge-rich curriculum that respond to pupils' needs are the priority. Targeted academic support supplements, rather than replaces, ambitious classroom teaching. Wider strategies address attendance, belonging, self-regulation, family engagement and equitable access where these are evidenced barriers.

For pupils with SEND or significant prerequisite gaps, adaptation does not mean lower ambition. The Universal SEND Offer and Curriculum Entitlement Pathway are designed to secure identified knowledge, increase independence and enable greater meaningful access to the universal curriculum. Grouping, scaffolding and additional provision change in response to evidence of learning.

Implementation and evaluation follow the EEF's five-step approach: diagnose need; use reliable research evidence; develop a coherent strategy; deliver and monitor implementation; and evaluate and sustain what works. Leaders distinguish implementation evidence from pupil impact. The key test is not whether an activity happened, but what changed for disadvantaged pupils as a result.

KEY PRINCIPLES

Disadvantage is not treated as a proxy for low attainment or SEND.

Activities are selected from the DfE menu of approaches and matched to diagnosed need.

High-quality teaching and professional development are prioritised before additional intervention.

Targeted support is time-limited or reviewed against clear learning goals and transfer back into classroom learning.

Leaders evaluate impact through what pupils know, remember and can do, alongside attendance, participation, belonging and independence.

CHALLENGES	
Key challenges to achievement	
Challenge number	Detail of challenge
1	Foundational knowledge and early learning. Some disadvantaged pupils begin or progress through the early curriculum with gaps in communication and language, literacy and mathematics. In 2025/26, disadvantaged GLD was 68%, while 53% were at expected across all ELGs. If prerequisite knowledge is not secured precisely, later curriculum access is constrained.
2	Consistency of attainment across cohorts. Strong disadvantaged outcomes are achievable, but are not yet sufficiently consistent through the school. Internal 2025/26 assessment shows cohort variation in the proportion securing expected standards across reading, writing and mathematics. At the end of Year 5, 76% of disadvantaged pupils were at/above expected across all three compared with 85% of non-disadvantaged pupils.
3	Depth, mathematical attainment and independence. In Years 3-5, disadvantaged pupils averaged EXS in mathematics while non-disadvantaged pupils averaged HS. Some pupils require teaching that identifies missing prerequisite knowledge, provides explicit instruction and guided practice, then withdraws scaffolds so pupils can apply knowledge independently and reach greater depth.
4	Attendance. Disadvantaged attendance was 93.9% in 2025/26 compared with 95.5% for non-disadvantaged pupils. Persistent absence affected 15.9% of disadvantaged pupils compared with 6.0% of non-disadvantaged pupils, with a further 25.0% at risk of PA. Lost curriculum time compounds other barriers.
5	Additional barriers to participation and success. Disadvantaged pupils are not a homogeneous group. For some pupils, disadvantage intersects with SEND, speech/language and communication needs, wellbeing, self-regulation, family circumstances or reduced access to wider opportunities. Responses therefore need to be pupil-specific, timely and evaluated for their effect on participation, learning and achievement.

OUTCOMES

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils secure the foundational knowledge needed for subsequent learning.	Assessment and curriculum evidence show identified prerequisite gaps being secured. Disadvantaged pupils make strong progress from starting points through EYFS and KS1. Phonics and early mathematics remain strong. Pupils requiring additional support increasingly access subsequent curriculum content successfully.
Disadvantaged pupils achieve consistently well across the curriculum.	Internal and statutory assessment show strong attainment and progress from starting points. Cohort variation reduces. Differences between disadvantaged and non-disadvantaged pupils reduce where educationally significant. Strong KS2 outcomes are sustained over time rather than being cohort-dependent.
Disadvantaged pupils demonstrate greater depth, accuracy and independence.	Work, pupil discussion and assessment show pupils remembering and applying important knowledge with increasing independence. More disadvantaged pupils demonstrate deeper attainment, particularly in mathematics. Scaffolds and adult support are reduced appropriately as security increases.
Attendance improves, particularly for pupils who are persistently absent or at risk of PA.	Disadvantaged attendance improves from the 2025/26 baseline of 93.9%; the difference with non-disadvantaged pupils narrows; disadvantaged PA reduces substantially from 15.9%; and case-level evidence shows improved attendance following targeted action.
Disadvantaged pupils participate successfully in the full academic and wider life of the school.	Additional barriers are identified early and responded to precisely. Disadvantaged pupils, including those with SEND, increasingly access the universal curriculum and wider opportunities. Pupil voice, participation information and case sampling show strong belonging, confidence and participation.

ACTIVITY **Activity in this academic year**

The activities below are selected from the DfE menu of approaches and organised using the EEF tiered model. They are integrated with Brockmoor's School Improvement Priorities and existing improvement systems.

TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)

Budgeted cost: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive teaching, assessment and curriculum implementation. Embed explicit instruction, modelling, guided practice, retrieval and checks for understanding. Use assessment to identify prerequisite gaps and adapt teaching before pupils move to more complex application.	Directly reflects the DfE menu: high-quality teaching, assessment and a broad and balanced knowledge-based curriculum that responds to pupils' needs. EEF guidance prioritises high-quality teaching and diagnostic assessment. BRK SIP links: EYFS foundations, oracy and Universal SEND Offer.	1, 2, 3, 5
Sustained professional development, coaching and subject leadership. Use coaching, modelling and peer observation where implementation is inconsistent; protect time for subject leaders to evaluate curriculum and teaching impact.	The DfE menu explicitly includes professional development, mentoring and coaching. EEF implementation guidance emphasises sustained support, monitoring and adaptation rather than one-off training. This is the main mechanism for securing consistency across classes.	1, 2, 3, 5
Oracy, vocabulary and purposeful talk across the curriculum. Implement agreed oracy routines, CUSP Oracy Map, graphic organisers and sentence structures; use talk to retrieve, reason, rehearse, explain and expose misconceptions.	Oral language approaches are strongly supported within the EEF evidence base. This activity is tightly aligned with BRK SIP Priority 2 and is designed to improve curriculum access, participation and diagnostic information for teachers.	1, 2, 5
EYFS foundational knowledge, including purposeful outdoor curriculum. Deliberately revisit communication, phonics, early writing, counting, number and measure through planned provision and precise adult interaction.	Early identification and high-quality teaching are prioritised in DfE/EEF guidance. The approach is directly derived from the disadvantaged EYFS evidence and BRK SIP Priority 1 rather than being a generic early years initiative.	1, 5
Mathematics: secure prerequisites, fluency and depth. Use assessment to identify specific mathematical gaps, strengthen modelling and deliberate practice, and move pupils from supported to independent and deeper application.	EEF guidance supports diagnosis, explicit teaching and feedback within high-quality classroom practice. This activity responds directly to Brockmoor's internal Years 3-5 pattern and the current Year 6 cohort.	2, 3
Universal SEND Offer and precise scaffolding. Select adaptations from assessed starting points; make Learning Plans live; reduce or change scaffolds as knowledge and independence increase.	The DfE menu includes high-quality teaching that responds to need, and targeted approaches for disadvantaged pupils with SEND where required. This protects curriculum ambition while improving access and independence.	1, 3, 5

TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Entitlement Pathway for identified pupils. Implement Precision Plus, KS1 Foundations, Reception/Year 1 Bridge or Early Foundations from accurate starting points. Deliver aligned phonics/communication, Strong Start Writing, mathematics and pathway subject curriculum. Review grouping, scaffolding and home-class access half-termly.	The DfE menu permits targeted interventions/resources for disadvantaged pupils with SEND and teaching assistant deployment where evidence of need supports this. The approach is needs-led, not a generic PP intervention, and is tightly linked to BRK SIP Priority 3 and the Pathways operating plan.	1, 3, 5
Systematic phonics and rapid catch-up for identified pupils whose decoding is insecure.	Phonics is a well-evidenced approach for early reading when delivered systematically and matched to pupils' current stage. Current end-Y2 disadvantaged outcomes are strong; the priority is to sustain this and intervene early where assessment identifies need.	1, 2
Short-cycle reading, writing and mathematics support. Use structured small-group or one-to-one support only where assessment identifies a specific gap. Every intervention has a baseline, intended learning, review point and exit/adaptation decision.	The DfE menu includes one-to-one/small-group tuition and targeted literacy/numeracy interventions. EEF guidance stresses diagnosis, connection to classroom teaching and evaluation of impact rather than intervention volume.	1, 2, 3
Precision support for current Year 6 disadvantaged pupils. Use the 2025/26 Year 5 internal picture to identify which pupils are insecure across reading, writing and/or mathematics and target specific gaps without narrowing entitlement.	Current internal evidence identifies this cohort as a strategic priority. DfE/EEF guidance supports targeted academic support where diagnostic assessment identifies a specific need, with high-quality classroom teaching remaining the first response.	2, 3
Speech, language and communication support where assessed need indicates. Link structured support to whole-class oracy and vocabulary teaching.	The DfE menu includes targeted language development. EEF evidence supports oral language approaches, particularly when integrated with teaching and focused on curriculum access.	1, 5

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)**Budgeted cost: £29,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: early identification, case-level diagnosis and family work. Identify disadvantaged pupils who are PA or at risk, diagnose causes, agree support and escalate proportionately where required.	The DfE menu explicitly includes supporting attendance and communicating with/supporting parents. Brockmoor's 2025/26 evidence demonstrates a material disadvantage attendance gap, so this is a direct response to a diagnosed barrier.	4
Belonging, self-regulation and consistent adult practice. Embed ASPIRE language, predictable routines, co-regulation and explicit teaching of self-regulation and relationships, with additional support for identified pupils.	The DfE menu includes support for social, emotional and behavioural needs. This is aligned with BRK SIP Priority 4 and aims to protect pupils' access to learning and school belonging.	4, 5
Equitable access to enrichment, trips, clubs and residential experiences. Remove financial or practical barriers where these restrict participation; do not automatically subsidise every disadvantaged pupil.	The DfE menu includes enrichment, sport, outdoor/nature activities, arts participation and wider life skills. Targeting by actual participation barrier keeps the approach proportionate and evaluable.	5
Family engagement linked to identified barriers. Work relationally with families where attendance, learning routines, communication or wider circumstances affect access to education.	The DfE menu includes communicating with and supporting parents. Activity is tied to a defined barrier and evaluated through changes in attendance, engagement or access rather than number of contacts.	4, 5
Pupil agency and leadership. Ensure disadvantaged pupils can contribute through leadership roles, peer responsibilities and wider school opportunities.	This supports participation, belonging and wider life skills within the DfE wider-strategy menu. It is aligned with BRK SIP Priority 4 and is monitored for representation and impact.	5

Total budgeted cost: £289,600 (£190,000 teaching; £70,000 targeted academic support; £29,600 wider strategies).

Budget note: These are strategic budget envelopes, not a claim that every listed activity is funded wholly from pupil premium. Final salary and programme apportionments should reflect the proportion of additional provision reasonably attributable to disadvantaged pupils.

SO WHAT? How leaders will know whether the strategy is making a difference

This page supports delivery of the strategy; it does not replace the DfE template. It separates implementation evidence from pupil impact so leaders do not mistake activity for effectiveness.

When	Focus	Key question	Evidence	Decision
Half-termly	Implementation	Is the approach being delivered as intended, reaching the right pupils and implemented consistently?	Classroom evidence; work; pupil discussion; planning; intervention records; Pathway reviews; attendance cases	Sustain, coach, adapt or stop
Termly	Pupil impact	What has changed for disadvantaged pupils? What do they know, remember or do better? Is independence, participation or attendance improving?	Assessment; work; pupil voice; attendance; case sampling; participation information	Continue, intensify, change or cease
Termly	Leadership/governance	Are resources still directed at the most significant barriers? Does evidence support leaders' claims of impact?	Executive review; governor challenge; cost/impact review; SIP/QA evidence	Reallocate or sharpen
Annually	Strategy evaluation	Which intended outcomes are on track? What worked, for whom and under what conditions?	Statutory/internal outcomes; attendance; implementation evidence; case studies; wider participation	Publish annual review and update Year 2

2026/27 HIGH-LEVERAGE CHECKS

EYFS: disadvantaged children increasingly apply communication, phonics, writing and mathematical knowledge accurately across contexts.

Oracy: disadvantaged pupils participate routinely, use increasingly precise vocabulary and give clearer explanations; teachers use responses diagnostically.

SEND/Pathways: identified pupils secure half-term knowledge endpoints, complete more work independently and access more of the universal curriculum where assessment shows this is meaningful.

Mathematics: identified disadvantaged pupils secure prerequisite knowledge and demonstrate stronger independent and deeper application.

Attendance: PA and at-risk cases show improving attendance trajectories; leaders can explain what changed and why.

Agency/belonging: disadvantaged pupils participate successfully in school life and demonstrate increasing independence and self-regulation.

PART B

Review of the previous academic year

OUTCOMES FOR DISADVANTAGED PUPILS

2025/26 marked the final year of Brockmoor's 2023-2026 strategy. The evaluation below draws on statutory assessment, internal attainment and attendance evidence. It distinguishes strong endpoint outcomes from areas where improvement was not yet sufficiently consistent.

Area	2025/26 evidence	Evaluation	Implication for 2026-29
KS2 attainment	RWM 65%; Reading 84% (30% HS; scaled score 106.0); Writing 92% (14% GDS); Maths 78% (27% HS; scaled score 105.4); GPS 89%; Science 89%.	Strong endpoint outcomes show disadvantaged pupils can achieve highly. Mathematics EXS fell compared with the previous disadvantaged cohort while higher standard remained strong, so the evidence does not support a single simplistic 'gap' narrative.	Sustain ambitious teaching; focus on cohort consistency, mathematical security/depth and precise pupil-level diagnosis.
Phonics and MTC	Y1 phonics 83%; end-Y2 phonics 96%. MTC 55% at 25/25; average 23.4.	Early reading catch-up and multiplication fluency are strengths overall for disadvantaged pupils.	Protect systematic early reading and fluency while intervening early for pupils whose prerequisite knowledge remains insecure.
EYFS	68% GLD; 53% at expected across all ELGs; average 12.9 ELGs at expected.	GLD is secure for many pupils, but the wider ELG picture indicates less secure foundations across the breadth of learning for some disadvantaged children.	Prioritise foundational knowledge, language and deliberate application across indoor and outdoor EYFS provision.
Internal Years 1-5	Reading averages EXS in Years 3-5. In mathematics, disadvantaged pupils average EXS in Years 3-5 while non-disadvantaged pupils average HS. End-Y5 combined at/above expected: 76% disadvantaged vs 85% non-disadvantaged.	Strong Year 6 outcomes are not yet replicated consistently through all cohorts. Current Year 6 requires precise early action.	Use responsive teaching and targeted support from accurate starting points; evaluate whether pupils secure prerequisites and become more independent.
Attendance	93.9% disadvantaged vs 95.5% non-disadvantaged. PA 15.9% vs 6.0%; a further 25.0% of disadvantaged pupils were at risk of PA.	Attendance remained a significant barrier for a meaningful minority of disadvantaged pupils and represents lost curriculum time.	Make attendance an explicit strategic challenge with case-level diagnosis, family work and impact review.
Wider provision	Previous strategy invested in enrichment, personal development, sports provision, family engagement and support for pupils with SEND.	These approaches plausibly widened access and supported engagement, but the new cycle needs tighter outcome measures so leaders can distinguish participation/activity from impact.	Retain wider strategies only where a specific barrier is identified and define the intended pupil change before spending.

OVERALL ASSESSMENT OF THE 2023-2026 STRATEGY

The cycle established strong whole-school emphasis on high-quality teaching, curriculum consistency, fluency, vocabulary/oracy, targeted support and equitable access.

Statutory outcomes provide clear evidence of strong achievement for disadvantaged pupils at important endpoints, particularly reading, writing, phonics and multiplication fluency.

The strategy became more precise over time, but some previous claims about gaps being 'closed' or implementation being uniformly secure were stronger than the evidence warrants across all cohorts.

The next cycle therefore moves from broad provision lists to five evidenced challenges, explicit implementation indicators and sharper measures of pupil impact.

EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
CUSP curriculum and associated professional development/resources	Unity Schools Partnership / CUSP
Any additional externally provided programme funded directly through pupil premium	TO CONFIRM in the final costed plan

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

Confirm whether Brockmoor receives service pupil premium. If no SPP is received, record 'Not applicable' before publication. If SPP is received, complete the optional DfE section describing how the allocation was used and its impact.

FURTHER INFORMATION

The strategy is intentionally integrated with Brockmoor's September-November 2026 School Improvement Priorities: developing the EYFS outdoor curriculum to strengthen foundational knowledge; embedding high-quality oracy; further establishing the Universal SEND Offer and implementing the Curriculum Entitlement Pathway; and developing pupil agency, leadership and self-regulation. Pupil premium does not create a separate curriculum or parallel improvement plan.

Brockmoor's Pathways provision is included only for pupils whose assessed needs require it. It is not a disadvantage intervention by default. Starting points, half-term endpoints, grouping, scaffolding and access to home-class learning are reviewed so that provision responds to evidence of learning and increasing independence.

EVIDENCE AND GUIDANCE INFORMING THIS STRATEGY

[DfE: Using pupil premium - guidance for school leaders \(updated 24 August 2026\)](#)

[DfE: Pupil premium conditions of grant 2026 to 2027](#)

[EEF: The Guide to the Pupil Premium \(published September 2026\)](#)

[EEF: Teaching and Learning Toolkit](#)

[EEF: A School's Guide to Implementation](#)

[Ofsted: School inspection toolkit, operating guides and information - September 2026](#)

INTERNAL EVIDENCE BASE

Brockmoor statutory assessment outcomes 2025/26.

Disadvantaged statutory assessment report 2025/26.

Internal disadvantaged attainment overview, Years 1-5, Summer 2026.

Disadvantaged attendance report, 1 September 2025 to 17 July 2026.

September 2026 Brockmoor demographic profile.

Brockmoor School Improvement Priorities, September-November 2026.

BRK Pathways Operating Plan 2026/27 and Curriculum Entitlement Pathway model.

Brockmoor Pupil Premium Strategy 2023-2026 and Year 2/Year 3 updates.

PUBLICATION SIGN-OFF

Final 2026/27 funding checked by	Allocation confirmed: £289,600
Current PP-eligible proportion	37.2%
Governor / Trustee lead	Tim Sunter and Jacqueline Blake (Co-chair Governors)
Publication date	September 2026