

Brockmoor Primary School – Pupil Premium Strategy (2023–2026)

Year 3 Update: 2025–26 Academic Year

This update reflects Year 3 of Brockmoor Primary School’s three-year Pupil Premium strategy. It outlines the current funding allocation, evaluates the sustained impact of the strategy over time and sets out final refinements to implementation for 2025–26. The strategy is rooted in EEF evidence and aligned with the expectations of the 2025 Ofsted inspection framework.

1. Overview

- Academic Year: 2025–26
- Eligible Pupils: 165 FSM Ever 6, 4 Post-LAC (52.99%)
- Pupil Premium Allocation: £254,480
- Recovery Premium: £12,000, used to enhance targeted fluency interventions
- Total Strategic Budget: £266,480
- Strategy Lead: Tom Amphlett, Executive Deputy Headteacher
- Review Due: July 2026
- Strategy Cycle: Year 3 of 3 (2023–2026)

2. Impact from 2024–25 (Year 2)

- RWM Combined: 80%
- Reading: 85% (33% GDS)
- Writing: 93% (22% GDS)
- Maths: 89% (20% GDS)
- Phonics: 96%
- EYFS GLD: 67%
- MTC (25/25): 66%

These outcomes reflect sustained excellence across the curriculum and the cumulative impact of a coherent three-year strategy. Attainment is consistently strong across all subjects, with particular strength in reading fluency, writing composition and phonics.

Disadvantaged pupils now achieve broadly in line with, and in some areas exceed, their peers. The attainment gap has been effectively closed in reading and mathematics, with strong gains also evident at greater depth. Internal analysis confirms that disadvantaged pupils have made

strong and sustained progress over time, reflecting the impact of high-quality teaching, precise assessment and targeted support.

This impact is directly attributable to:

- Highly consistent implementation of the CUSP curriculum across all subjects
- Embedded teaching routines, including explicit instruction, retrieval and deliberate practice
- A sustained focus on fluency, vocabulary and oracy as drivers of learning
- Precise use of assessment to inform teaching, intervention and curriculum adaptation
- Strong subject leadership and robust quality assurance systems

By Year 3, implementation is secure and consistent. Teaching approaches are embedded, leadership is highly effective and systems for monitoring and evaluation provide clear and reliable evidence of impact.

3. Strategic Implementation for 2025–26

High-Quality Teaching

High-quality teaching remains the primary driver of sustained excellence, with a continued focus on refinement and precision.

- Walkthrus-informed live coaching fully embedded, ensuring consistent and responsive teaching across all phases
- Curriculum fidelity sustained through a rigorous CUSP-aligned quality assurance calendar
- Reading fluency CPD extended, including application to the Reading Fluency Project to further strengthen prosody and comprehension
- CUSP Agile Units introduced to address specific gaps in reading, writing and science
- Additional Year 6 staffing retained to secure high attainment and maximise outcomes
- All approaches aligned with the EEF tiered model and underpinned by implementation guidance and evidence-informed practice

Targeted Academic Support

Targeted support is sharply focused, evidence-informed and closely aligned with classroom teaching.

- Recovery Premium allocated to enhance structured fluency interventions in reading, writing and mathematics

- Applications submitted for Reading Fluency Project and First Class @ Number to further strengthen fluency provision
- Continued prioritisation of early intervention, particularly in phonics, oracy and speech and language
- Precision scaffolding implemented to increase attainment at greater depth in KS2
- Greater depth mentoring programme established, with weekly conferencing for identified disadvantaged pupils
- Intervention impact evaluated through short-cycle assessment, with clear baseline comparison and cost-effectiveness review

Wider Strategies

Wider strategies continue to remove barriers to learning and strengthen pupils' engagement, wellbeing and access to opportunity.

- Two full-time sports coaches enhance physical development in EYFS and strengthen whole-school provision
- Expanded enrichment offer ensures equitable access to residentials, trips and clubs for disadvantaged pupils
- Strengthened personal development provision, including oracy, cultural capital and structured enrichment experiences
- Attendance strategy remains highly relational, with early identification and rapid response
- High proportion of disadvantaged pupils with SEND supported through aligned curriculum coaching and adaptive teaching

Leadership and Monitoring

Leadership systems are highly developed, ensuring precise monitoring, accountability and continuous improvement.

- Disadvantaged outcomes tracked weekly through SLT Leadership Radar
- Pupil Premium outcomes embedded within performance management and reviewed termly by governors
- Quality assurance triangulates lesson visits, pupil book study, subject leader monitoring and pupil voice
- Subject leaders drive curriculum fidelity, equity and consistency across all subjects
- EEF implementation guidance informs all strategic planning and evaluation

- Termly pupil voice captures experience, inclusion, engagement and confidence

4. Strategic Priorities for 2025–26

- Sustain high attainment across reading, writing and mathematics, alongside continued improvement in early years
- Further increase the proportion of disadvantaged pupils achieving greater depth, particularly in reading and mathematics
- Embed fluency as a consistent driver of success across the curriculum
- Maximise the impact of targeted interventions and wider enrichment provision
- Strengthen transition points to ensure continuity and sustained success for disadvantaged pupils
- Secure long-term sustainability by embedding successful strategies into core provision and staffing structures
- Complete the three-year strategy cycle with a comprehensive internal evaluation to inform the next strategic phase

As a CUSP Lead School, Brockmoor plays a significant role in supporting curriculum implementation beyond the school, including hosting national visits, delivering professional development and strengthening subject leadership across the system.

This update should be read alongside the original 2023–2026 Pupil Premium Strategy published in Autumn 2023.

Tom Amphlett
September 2025