

Brownlow Fold Primary School



Pupil Premium Strategy Statement

2025 – 2026

School name: Brownlow Fold Primary School
Address: Darley Street, Halliwell, Bolton, BL1 3DX.
Telephone: 01204 333511
Head teacher: Mrs Julie Cheung
Chair of Governors: Mr. Chris Kehoe

Brownlow Fold 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.

How we have developed and delivered an effective strategy at Brownlow Fold Primary School

Identify the specific challenges faced by our disadvantaged and vulnerable

We have identified the specific challenges faced by our disadvantaged and vulnerable pupils and developed an understanding of any non-academic challenges that pupils at Brownlow Fold may face, which negatively affects their education and impacts their access to teaching, for example:

- Attendance and levels of persistent absence
- Behaviour incidents
- Wellbeing, mental health and safeguarding concerns
- Access to technology and educational materials
- High pupil mobility

Use evidence to identify appropriate and effective responses

We have used evidence to identify appropriate and effective responses utilising a wide range of external evidence to inform our decision-making, alongside our expert knowledge of our pupils.

Research evidence has helped us to better understand:

- Which specific activities have been found to be the most effective in addressing the types of challenge that our pupils face
- What implementation strategies may be important to ensure success at Brownlow Fold
- The potential scale of impact that we can achieve for specific activities

We have:

- Consulted a wide range of independent, high-quality reviews of evidence, such as the evidence summaries published by EEF
- Assessed whether the evidence is based on a context relevant to our school
- Considered how to be an effective consumer and challenge evidence claims made by external providers
- Weighed up the expected impact of any outcome against the cost of implementing it

As a school, we have consulted other school leaders and relevant staff members, for example, our designated safeguarding leads, and the special educational needs coordinator (SENDCo).

Develop a plan for using your pupil premium to maximum effect

We have developed a plan for using our pupil premium to maximum effect. Our plan:

- Focuses on the challenges that are having the most significant impact, and are within our control
- Sets ambitious, but realistic, targets
- Allocates funding to activities most likely to deliver those outcomes, based on evidence of what works

Implement our plan

We have considered:

- How to integrate the planned activity with the curriculum
- What changes will be needed to existing ways of working
- Which pupils will get what activity, when and in what group size
- How to ensure that pupils receiving targeted support do not miss out on core curriculum content
- How to ensure all staff promote the principles and ethos of our strategy, such as high aspiration
- Professional development requirements, taking the standard for teachers' professional development into account
- The requirements of external providers
- What data and resources will be required to monitor the impact of each activity

Evaluating and sustaining our strategy

When evaluating impact, we will:

- Measure success based on outcomes for disadvantaged and vulnerable pupils
- Implement a robust and transparent evaluation framework and report outcomes against this
- Ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, we will not:

- Use data that does not focus on pupil outcomes

- Base evaluation on the reactions of those delivering the activity
- Use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

The outcomes of our evaluation will inform our decision whether to sustain or stop each activity. Where a strategy is successful, we will ensure that we continue to monitor the implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

Menu of approaches

Any activity that we fund using pupil premium from the start of the [2025 - 2026](#) academic year, will fall under an approach listed in the table below.

Approaches that we could implement	
High quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Mentoring and coaching Recruitment and retention of teaching staff Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions One to one and small group interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs Supporting attendance Extracurricular activities, including sports, outdoor activities, arts, culture and trips Extended school time, including interventions before and after school for groups of targeted children in some aspects of the curriculum. Breakfast clubs and meal provision Communicating with and supporting parents

Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.

Across all tiers, schools should also consider how funding is used to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

Curriculum Interventions

Following on from each assessment cycle, pupils highlighted as being behind age related expectations or pupils who are not making sufficient progress are placed into carefully planned intervention groups. Intervention groups are run by learning support staff and class teachers.

Maths

Maths interventions focus on different areas of the national curriculum and focus on basic maths skills. Maths interventions are planned around certain objectives from specific year group curriculums. Any area of maths can be focused on, for example, fractions, measures, geometry, number and place value etc. Activities are created to ensure the pupils in each group are receiving the added support needed to achieve their full potential. Maths interventions are delivered to children across school from EYFS-Year 6.

Reading

Reading intervention groups focus on different areas of reading. Reading interventions are delivered to pupils in key stage two. Each intervention focuses on specific objectives from each reading content domain. For example, some pupils will be developing their comprehension skills whilst other pupils will be developing their fluency in reading. Specific pupils from each class are also selected to be 1:1 readers every day.

Phonics

Phonics interventions focus on the development and improvement of phonics and are delivered to pupils in EYFS and key stage one. Phonic intervention sessions are additional sessions to the normal daily phonics lesson which all children participate in. Phonic interventions reteach previously taught sounds and words in a well-structured and repetitive way. This allows children to consolidate their learning.

Writing

Writing interventions focus on all areas of improving writing. Interventions are planned around specific objectives from the national curriculum. For example handwriting, sentence structure, editing and improving work and improving vocabulary. Writing interventions are delivered to children across school from EYFS-Year 6.

SPaG

Spelling, Punctuation and Grammar interventions focus on specific objectives from the writing curriculum. The focus of each session depends on the area/s of need of the pupils in each group. For example, the focus of SPaG interventions could be; sentence grammar - through both identifying and writing sentences that are grammatically correct, punctuation - through identifying and writing sentences that are correctly punctuated, vocabulary - through identifying and writing sentences in which a word is used correctly or spelling – through learning spelling rules.

Specialist Interventions

At Brownlow Fold, if needed, we provide our pupils with specialist interventions. When identified as needing support, children can access interventions linked to working memory, speech and language and/or occupational therapy. These interventions are run by learning support staff and the activities/schemes of work are provided by external agencies.

Speech and Language

Speech and language interventions include developing communication skills in various different ways. The intervention activities focus on different areas including attention and listening, social Interaction and play, understanding language, expressive language and speech pronunciations and fluency skills.

Occupational Therapy

Occupational therapy interventions include working on developing fine and gross motor skills. This includes improving pupil's ability in, and persistence with, fine/gross motor tasks that are required for academic, play and life skills.

Working Memory

Working memory is a type of short-term memory that stores information temporarily during the completion of cognitive tasks. A child's working memory is their ability to retain small chunks of information long enough so that it can be utilised for another action. Our interventions focus on a range of activities, which develops the improvement of working memory. For example; listening activities, memory games, visualising, chunking instructions and ordering activities.

Lego Therapy

Lego therapy is an evidence-based approach that aims to develop social communication skills. Our interventions focus on developing turn taking, speaking, listening, and eye contact, problem solving and sharing whilst focusing on language concepts such as; size, prepositions and colours.

School overview

Detail	Data
School name	Brownlow Fold Primary School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Julie Cheung (Headteacher)
Pupil premium lead	Emily Shaw
Governor / Trustee lead	Chris Kehoe (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	The pupil premium allocation is £101,505 for Ever 6 FSM (67 pupils) and £2630 for Post LAC (1 pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,505

Pupil Premium	2024 - 2025	2025 - 2026	2026 - 2027
Pupil Premium - FSM	121,360	101,505	121,360
Pupil Premium – Post LAC	2,570	2,630	2,570
Pupil Premium – Service Children	0	0	0

Part A: Pupil premium strategy plan

Statement of intent

At Brownlow Fold, the allocation for Pupil Premium funding is received at the beginning of each financial year, with top-ups provided throughout the year. Planning and provision for the effective use of this funding take place at the start of each academic year and are closely monitored and evaluated following each assessment cycle. A detailed report on the progress of Pupil Premium pupils is presented to governors termly as part of the CIC Committee meetings.

We have undertaken extensive research into the most effective ways to use our funding to support disadvantaged pupils. The Education Endowment Foundation's *Teaching and Learning Toolkit* has been a valuable resource in guiding our spending decisions. Evidence consistently shows that the quality of teaching is one of the greatest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. Therefore, our primary focus is to direct resources—both Pupil Premium and recovery funding—towards proven strategies that enhance teaching and learning across the school.

By clearly identifying the challenges faced by disadvantaged pupils, using research-based evidence to select effective interventions, and carefully planning their implementation, we ensure our resources are deployed for maximum impact. Alongside the Toolkit, national reviews of successful Pupil Premium practice have also informed our strategic decisions.

Our overarching intention is that all pupils, regardless of background or individual challenges, make good progress and achieve highly across all areas of the curriculum. The focus of our Pupil Premium strategy is to ensure disadvantaged pupils are given the same opportunities to succeed as their peers, enabling them to make strong progress and achieve well from their individual starting points.

We are equally committed to ensuring that pupils with English as an Additional Language (EAL) make good progress through targeted support that helps them access the curriculum fully and develop their language skills alongside academic learning. Furthermore, we are determined that no pupil is disadvantaged in accessing the full breadth of school life. This includes offering subsidised trips, extracurricular activities, and enrichment opportunities so that all pupils can enjoy a well-rounded education and develop the cultural capital essential for future success.

High-quality teaching remains central to our approach, with a strong emphasis on identifying and addressing the specific needs of disadvantaged and EAL pupils. This approach has the greatest impact on closing the attainment gap and benefits all learners. We also maintain high expectations for non-disadvantaged pupils, ensuring their attainment and progress continue to be sustained and improved alongside their peers.

Our approach is responsive to both shared and individual challenges, underpinned by robust diagnostic assessment rather than assumptions about disadvantage. The strategies we employ are complementary and designed to ensure every pupil can thrive. To secure their effectiveness, we will:

- Ensure disadvantaged and EAL pupils are consistently challenged in their learning.
- Intervene early where additional support is required.
- Adopt a whole-school approach where all staff share responsibility for the outcomes of disadvantaged and EAL pupils, maintaining high expectations for every child.

Challenges

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

Challenge number	Detail of challenge
1	Children start school at a lower starting point and so need to make accelerated progress throughout their time at Brownlow Fold
2	English as an additional language (EAL)/International new arrival (INA) - Proficiency in English
3	Low level of attendance (extended holidays, persistent absenteeism)
4	Minimal first-hand experiences (particularly cultural enrichment opportunities)
5	Language Development - The report of the Commission on the Future of Oracy Education in England October 2024
6	Parental engagement/support
7	Behaviour for learning

Intended outcomes

Intended outcome	Success criteria
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	- There will be a raise in the number of disadvantaged pupils achieving age related expectations by the end of key stage 2. - KS2 maths will show more than 40% of disadvantaged pupils meet the expected standard. - KS2 reading will show more than 40% of disadvantaged pupils meet the expected standard.
Ensure that the provision for disadvantaged children allow them to make progress in line with their peers. Quality of Education: Ensure that teaching and learning across the whole school are of a consistently high standard through the implementation of Quality First Teaching, with particular attention to meeting the needs of disadvantaged pupils.	- All objectives identified in the gap analysis are evident in teachers planning and pupils' workbooks and targeted intervention to be put in place to support pupils who are not achieving in line with expected. - All staff are confident when discussing the attainment of the pupils and can securely discuss the pupils' next steps. - Barriers to achievement for disadvantaged pupils are fully understood and teachers and learning support staff are engaged in establishing enhancements to provision that will enable them to succeed.

	▪ All learning support staff are confident in assessing the impact of interventions they deliver and feeding this back to class teachers who will report at pupil progress meetings. ▪ All class provision maps are strategic documents that inform future decisions about interventions ▪ All disadvantaged pupils are offered appropriate challenge within lessons in all subjects and do not have a ceiling on their learning. ▪ All disadvantaged pupils, from their varying starting points, make at least good progress and in doing so achieve the attainment targets set for them.
Personal Development: Consistently promote the extensive personal development of pupils by ensuring they have access to a broad and enriching range of experiences.	▪ All pupil roles are taking an active role across the school and as a result almost all our children can identify and mitigate risks in all aspects of their lives (e.g. physical, emotional and online) and demonstrate respect and the importance of diversity. ▪ All pupils are highly motivated and are provided with many rich and purposeful opportunities to make a positive, tangible contribution to the school and community. ▪ Increased attendance of specific groups so that overall attendance is above 95% ▪ All children can take part in educational visits and visitors that enhance their education and life experiences ▪ Pupil premium pupils are attending at least one club throughout the year. ▪ All children are provided the opportunity to apply for a range of pupil roles.
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. ▪ Disadvantaged pupils are confident communicators in lessons and in other areas of school, with both adults and their peers. ▪ In lessons, disadvantaged pupils are having opportunities to have rich discussion, debate and drama opportunities to further develop their oracy skills. ▪ Introduction of sentence stems and vocabulary in the form of a talk like an expert.
Work more closely with parents to increase parental engagement across school.	▪ There is an established link between the home learning environment at all ages and children's performance at school.

	▪ School and parents have a shared priority to deliver the best outcomes for their children. ▪ Communication with parents/carers is consistent and frequent. ▪ Parents are given practical strategies to support learning at home. ▪ All families have access to technology to be able to use the school online learning platforms. ▪ Parental workshops within subjects and with support groups to maintain a positive relationship with the school.
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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: **WAITING ON LOU**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support to have their own timetables for interventions and classroom support	Evidence from EEF: Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Low attaining pupils particularly benefit from small group tuition.	1,2,7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Evidence from EEF: Use manipulatives and representations in maths and use structured interventions to provide additional support.	1,2,7
Teachers to adopt collaborative learning approaches	Evidence from EEF: Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	1,2,4,5,7
Embed Oracy across the school curriculum to support pupils to articulate key ideas,	Evidence from EEF: There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality	5,6,7

consolidate understanding and extend vocabulary.	classroom discussion, are inexpensive to implement with high impacts on reading	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school small group interventions for Year 1 and 2	Evidence from EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,5,6,9
In-school small group interventions for Year 3 and 4	Evidence from EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,5,6,9
In-school small group interventions for Year 5 and 6	Evidence from EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,5,6,9
Read, Write, Inc internal intervention	Evidence from EEF: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	1,2,5,6
Working memory intervention	Evidence from EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly,	1,4,7

	often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	
Learning support staff leading interventions from Nursery to Year 6	Evidence from EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1,2,3,7
SALT internal intervention	Evidence from EEF: Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.	1,2,5

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

Budgeted cost: £53,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils work on a 1-3 basis with learning support staff in a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting	Evidence from 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.	7
Targeted nurture support provided by the learning support staff and attendance monitoring and actions	Evidence from EEF: The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	7,9
Bright Leaders- one to one coaching and mentoring services give young people the tools and techniques to aspire and grow into confident leaders.	Evidence from EEF: The lack of studies identified that tested aspiration interventions mean that there is not enough security to communicate a month's progress figure.	7, 1
Provide additional experiences to enrich the curriculum including musical instrument lessons and educational visits.	Evidence from EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three-month progress.	5

Total budgeted cost: £

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 2023 to 2024 academic year.

Intended outcome 2024 - 2025	Evaluation																																																																																
Ensure that the provision for disadvantaged children make progress in line with their peers.	All learning support staff have led on intervention groups this academic year, ensuring that children falling behind are targeted quickly in the correct areas of need. The groups have been changed after each assessment cycle following on from teacher discussions during pupil progress meetings. Progress scores for Pupil Premium children are in line with their peers: <table><tr><th></th><th colspan="3">Reading</th><th colspan="3">Writing</th><th colspan="3">Mathematics</th></tr><tr><th></th><th>Below ARE (%)</th><th>Exp Standard+ (%)</th><th>High Standard (%)</th><th>Below ARE (%)</th><th>Exp Standard+ (%)</th><th>High Standard (%)</th><th>Below ARE (%)</th><th>Exp Standard+ (%)</th><th>High Standard (%)</th></tr><tr><td>Year 1</td><td>100%</td><td>0%</td><td>0%</td><td>80%</td><td>20%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td>Year 2</td><td>86%</td><td>14%</td><td>0%</td><td>50%</td><td>50%</td><td>0%</td><td>75%</td><td>25%</td><td>0%</td></tr><tr><td>Year 3</td><td>62%</td><td>38%</td><td>31%</td><td>92%</td><td>8%</td><td>0%</td><td>50%</td><td>50%</td><td>13%</td></tr><tr><td>Year 4</td><td>38%</td><td>62%</td><td>23%</td><td>38%</td><td>62%</td><td>8%</td><td>62%</td><td>38%</td><td>15%</td></tr><tr><td>Year 5</td><td>50%</td><td>50%</td><td>22%</td><td>78%</td><td>22%</td><td>0%</td><td>33%</td><td>67%</td><td>22%</td></tr><tr><td>Year 6</td><td>69%</td><td>31%</td><td>8%</td><td>85%</td><td>15%</td><td>0%</td><td>77%</td><td>23%</td><td>0%</td></tr></table>		Reading			Writing			Mathematics				Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Year 1	100%	0%	0%	80%	20%	0%	100%	0%	0%	Year 2	86%	14%	0%	50%	50%	0%	75%	25%	0%	Year 3	62%	38%	31%	92%	8%	0%	50%	50%	13%	Year 4	38%	62%	23%	38%	62%	8%	62%	38%	15%	Year 5	50%	50%	22%	78%	22%	0%	33%	67%	22%	Year 6	69%	31%	8%	85%	15%	0%	77%	23%	0%
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Personal Development – consistently promote the extensive personal development of pupils, so that pupils have access to a wide, rich set of experiences	Pupil Premium children have been given a wide range of enriching opportunities throughout the year. All pupils have had the chance to attend a school trip with a 50% subsidy, ensuring accessibility for all. They have also enjoyed free access to extra-curricular clubs, participated in music lessons, and attended a live music performance. Year 6 pupils benefited from a residential experience, developing independence and teamwork skills. In addition, parent																																																																																

	workshops were held to support families in enhancing their children's learning at home. Pupil Premium pupils have also been celebrated through invitations to the Headteacher's Tea Party and have taken on a variety of pupil leadership roles within the school.
Leadership and management – continue to establish a strong professional development culture elevating the quality of teaching to improve pupil outcomes	Leaders continue to embed a strong professional development culture across the school, ensuring high-quality teaching that drives improved pupil outcomes. Staff are encouraged to be reflective practitioners who continually seek to refine their practice. Regular professional development sessions focus on key areas of pedagogy, including Rosenshine's principles, effective feedback, and adaptive teaching, to ensure consistency and impact across all classrooms. Teachers take part in peer observations and coaching cycles, enabling them to share expertise and learn from one another. Good practice is celebrated through staff meetings and professional learning communities, where teachers showcase strategies that have had a positive effect on pupil progress. Leaders prioritise staff wellbeing and create a supportive environment where professional dialogue and collaboration are encouraged. Training is carefully matched to both whole-school priorities and individual development goals, ensuring that every teacher has the opportunity to grow and excel. This shared commitment to continuous improvement has created a culture where staff feel empowered, valued, and motivated to deliver the best possible outcomes for all pupils.
Improved oral language skills and vocabulary among disadvantaged pupils.	A strong focus has been placed on improving oral language skills and vocabulary development among disadvantaged pupils. Teachers explicitly teach new vocabulary across all subjects, ensuring pupils understand and confidently use subject-specific language. Vocabulary is introduced, revisited, and embedded through high-quality teaching and classroom discussions. Sentence stems are beginning to be used across the school to support pupils in structuring their ideas and expressing themselves clearly. This approach is beginning to help pupils to develop confidence in speaking in full sentences and using more ambitious vocabulary in both written and oral work. Oracy-based learning is woven throughout the curriculum, with pupils regularly engaging in discussions, debates, and presentations to strengthen their communication skills. Teachers model high-quality language, encourage active listening, and provide purposeful talk opportunities within lessons.

	As a result, disadvantaged pupils are demonstrating greater confidence when speaking in class, improved understanding of key vocabulary, and enhanced outcomes across both foundation and core subjects.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

More effective system to allow us as a school to identify pupils eligible for pupil premium funding

Schools are reliant on individual parents to apply for free school meals for their child, which means that we only receive pupil premium funding for those pupils if their parents have registered for it. As a school we actively encourage parents/carers to apply for the funding and offer parents assistance with this process. We have also offered an incentive for parents to apply for the pupil premium in the form of a £50 school uniform voucher.

EYFS

The Communication Journey implemented at Brownlow Fold ensures that communication approaches and strategies are used as part of universal teaching. Strategies include early language and listening basics through systematic use of communication schemes of work. The waves below outline the approaches used. We have a group of pupils who currently access Wave 2 and/ or 3 support. Groups are differentiated according to assessment, and are reviewed formally each half term (though children move within the half term as needed).

Early Years Foundation Stage Waves Communication of Support

WAVE 1

- Universal via Quality First Teach
- Communication friendly spaces
- WELLCOMM
- Nursery Narrative
- Reception Narrative
- Language Through Listening
- Vocabulary workshops for EAL needs

WAVE 2

- Targeted groups
- Small group work for specific language needs or areas identified for development.
- Working with external agencies e.g. Speech and Language
- Attention Autism Interventions

WAVE 3

- Targeted 1:1 work carried out within play and quiet times on 1:1 basis, working on specific targets and programmes of work set for a child via SALT or other external agencies such as Ladywood Outreach. Working with EP or specialist teachers.

Brownlow Fold Interventions and Catch up

Ladywood Outreach Support (External)

Start Date: Various dates throughout the academic year	End Date: Ongoing	Which year group/key stage: EYFS, KS1 and KS1	Delivered by: Ladywood
Intervention Content: Observations of identified children following referral to the service. Strategies for pupils both at school level support and on Ladywood caseload shared with class teachers. Review of targets/strategies for identified pupils both on Ladywood caseload and at school level support.		Outcome: Strategies are shared with class teachers and support provided. These are then implemented by class teachers, evaluated and adapted to provide the best possible support for identified pupil's cognition and learning needs. These strategies are repeatedly reviewed. Pupils are accepted onto Ladywood caseload for additional support, following review and limited progress made.	

Ladywood Outreach Support (External)

Start Date: Various dates throughout the academic year	End Date: Various dates throughout the academic year	Which year group/key stage: EYFS/KS1/KS2	Delivered by: Various staff from the Outreach team
Intervention Content: Dyslexia Intervention Strategies		Outcome: Children's exposure to a language rich environment is enhanced with opportunities to be exposed to language being used in the classroom prior to it being taught. Children are taught strategies to support their dyslexia needs following a diagnosis of dyslexia or after identifying that a child is displaying dyslexic tendencies, ensuring that they make progress in-line with their peers and academic abilities. Ensured pupils SEMH needs were (and remain) supported.	

SALT Intervention (External and internal)

Start Date: September 2024	End Date: Ongoing	Which year group/key stage: EYFS, KS1 and KS2	Delivered by: SALT team and internal staff members
Intervention Content: Assessment of identified children following referral to the service/during reviewing of targets.		Outcome: Pupils are swiftly identified as having additional speech and language needs. Programmes are regularly reviewed to ensure new targets can be set, enabling pupils to make maximum progress.	

A written report is produced and shared with class teachers, parents and the SENDCo.

An individual therapy programme is devised and shared with class teachers and delivered by a specific member of support staff.

Communication Intervention (Internal)

Start Date: September 2024	End Date: Ongoing	Which year group/key stage: EYFS	Delivered by: Key workers and Teachers
Intervention Content: Small group work, streamed across EYFS using the following programmes: WELLCOMM Language through listening Nursery Narrative Reception narrative EAL vocabulary		Outcome: To address gaps in knowledge and skills in relation to L&A, understanding and speaking. To support accelerated progress from starting points.	

Maths Intervention

Start Date: September 2024	End Date: ongoing	Which year group/key stage: KS1/KS2	Delivered by: Class teachers and learning support
Intervention Content: Basic skills, identified areas of weakness based on data analysis of tests and coverage of previous year's curriculum – varied in different year groups.		Outcome: The attainment gap in maths is beginning to reduce to ensure that all pupils are working more in-line with their peers and at the expected standard.	

Rapid Phonics

Start Date: September 2024	End Date: ongoing	Which year group/key stage: KS2	Delivered by: Learning support
Intervention Content: A fast paced short and sharp phonics programme to support children's segmenting, blending and spelling skills. Focuses on gaps in phonics knowledge –		Outcome: For the attainment gap in reading and spelling to begin to reduce to ensure that all pupils are working more in-line with their peers and at the expected standard.	

prior sounds are re-capped, new sound is introduced, segment to spell and read as words and then sentences.

Read, Write, Inc.

Start Date: September 2024	End Date: ongoing	Which year group/key stage: EYFS/KS1	Delivered by: Class teachers and learning support
Intervention Content: Focus on gaps in phonics knowledge – prior sounds are re-capped, new sound is introduced, segment to spell and read as words and then sentences.		Outcome: For children to make rapid progress in reading and segmenting to spell to ensure that all pupils are working more in-line with their peers and at the expected standard.	

Working memory Intervention

Start Date: September 2024	End Date: ongoing	Which year group/key stage: EYFS, KS1 and KS2	Delivered by: Class teachers and learning support
Intervention Content: Strategies to support working memory – children work on sequencing 2-4 part sequences, auditory and verbal memory skills and attention and listening skills.		Outcome: For specified children to improve their working memory so they can access the appropriate year group curriculum without support	

Reading comprehension Intervention

Start Date: September 2024	End Date: ongoing	Which year group/key stage: EYFS, KS1 and KS2	Delivered by: Class teachers and learning support
Intervention Content: Focus on comprehension strategies that support understanding – focus on the reading domains using Head Start reading resources		Outcome: For children to make rapid progress in their comprehension capabilities so that they are working more in line with their peers at the expected standard.	