

CHBP Federation Pupil Premium Strategy Statement 2025-2026

This statement details both 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 schools.

School overview

Detail	Data
Federation name	Church Hill and Brunswick Park Federation
Number of pupils in Brunswick Park Primary and Nursery school	424
Number of pupils in Church Hill Primary School	180
Proportion (%) of pupil premium eligible pupils in Brunswick Park Primary and Nursery (72 pupils)	16.98%
Proportion (%) of pupil premium eligible pupils in Church Hill School (29 pupils)	16.11%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Miss Porter (Head of Schools)
Pupil Premium Lead	Mrs Osabu-Matthews
Governor	Natalie Cardozo

Funding overview

Detail	Amount
BP Pupil premium funding allocation this academic year	BP - £123,527
CH Pupil Premium funding allocation this academic year	CH - £66,982

BP Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
CH Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
CHBP Total PP budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190, 509
BP Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	BP - £3,582,597
CH Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	CH - £1,689,563

Part A: Pupil premium strategy plan

Statement of intent

The Church Hill Brunswick Park Federation is committed to raising the attainment and progress of our pupils and diminishing the difference for the disadvantaged pupils through challenge for all, a shared ethos, equality of opportunity and parent partnerships.

We aim to inspire the children to be the best they can be through high quality teaching, targeted academic support and the use of evidence-based wider approaches. We have high expectations for all, identify barriers through rigorous monitoring and swiftly employ targeted support to address these.

By the time our disadvantaged pupils leave us we aim for them to make rapid progress from their starting points, having been supported by targeted interventions and be performing in line with or above, other pupils locally and nationally.

Informed by the EEF Guide to the Pupil Premium (September 25) a 'five point plan to sustain effective pupil premium' is followed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy</p> <p>Monitoring and assessment processes indicate disadvantaged pupils;</p> <ul style="list-style-type: none">• have a narrower vocabulary than their peers• less able to express themselves effectively• lack the confidence to contribute effectively within lessons. <p>Research by National Literacy Trust (2024) shows:</p> <ul style="list-style-type: none">• almost a third (31%) of five-year-olds started primary school without the language, communication and literacy skills they need to thrive• this statistic rises to almost half (47%) of children from disadvantaged communities <p>The Oracy Education Commission (DfE 2024) outlined: Oracy is a stated priority for the new government and its on-going Curriculum and Assessment Review is to focus its attention in part on young people's speaking and listening skills.</p>

2	Closing the gap – reading and writing <ul style="list-style-type: none"> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading writing.
3	Closing the gap - mathematics <ul style="list-style-type: none"> Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of their peers.
4	Accessing the broad, balanced, wide ranging curriculum <ul style="list-style-type: none"> Internal monitoring shows that disadvantaged pupils are less able to access the broad, balanced and wide-ranging curriculum.
5	Attendance <ul style="list-style-type: none"> A small group of pupils have attendance of below 90%.

Intended outcomes (and summary notes)

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
Challenge 1: Development of Oracy	
<p>To ensure children have a sufficiently wide vocabulary to meet the expected levels for their age-related expectations.</p> <p>Children are confident and able to express themselves effectively within their learning environment.</p> <p>Pupils develop a broad and rich vocabulary and are confident in their use of language, which supports them to raise their attainment across the curriculum.</p> <p>Children have the opportunity to access enrichment activities that enable and develop oracy opportunities including drama, role-play and workshops.</p>	<p>Pupils' books across the curriculum demonstrate accelerated progress in language and vocabulary development. This is seen through ongoing monitoring through learning walks, book looks and informal drop ins.</p> <p>Learning walks show that there is greater engagement and contribution in lessons.</p> <p>Pupil voice indicates a greater breadth of language acquisition and use within the classroom environment.</p> <p>Children in EYFS make measurable progress through the use of ELSEC.</p>

Challenge 2: Closing the gap - (English)	
Pupils read a wide range of appropriately challenging texts and develop a love of reading.	All disadvantaged pupils across the school consider themselves as a reader as noted in pupil voice.
Pupils take part in a wide range of enriching opportunities to support a love of reading such as author visits and workshops.	The percentage of pupils passing the Phonics Screening Check in Year 1 who are disadvantaged is in line with their peers.
Pupils make rapid progress in phonics as a result of quality first teaching. Pupils are supported to keep up through targeted interventions.	All disadvantaged pupils have made good progress from their starting points and are confident readers.
Pupils are able to respond to texts with depth and precision.	Pupils can talk about a wide range of genre and express their opinions based on their reading experiences as evidenced in pupil voice and learning walks.
Disadvantaged pupils, who do not read regularly at home, read regularly with an adult in school.	
Support and guidance is provided to parents so they can effectively support reading at home.	
Challenge 3: Closing the gap – (mathematics)	
Gaps in the maths knowledge and vocabulary for disadvantaged pupils, particularly elements of reasoning and problem solving, are addressed through quality first teaching and interventions.	Children will have the maths knowledge and vocabulary required to respond to appropriately challenging questions and tasks evidenced by lesson observations, learning walks and book looks.
Ongoing assessment informs the content of daily maths lessons including 'fluency flashbacks' in maths.	Through the programme of CPD and targets in performance management, all staff develop their knowledge and use of the CPA approach. This is evident in the use of build it, say it, draw it and write it methods.
All staff are able to give pupils regular feedback in maths, both orally and through accurate marking. Pupils are expected to respond to this feedback.	Children respond in problem solving and reasoning with greater confidence.
Development of staff knowledge, mathematical strategies and the use of research-based approaches will provide the foundations for mathematical development.	Staff are ambitious for all pupils and the use of challenge and a growth mind-set are implemented consistently.

Challenge 4: Accessing a broad and balanced curriculum, including personal development

<p>All pupils have access to a range of curriculum experiences.</p> <p>Relevant staff work in partnership with families to provide support.</p> <p>Pupils with specialist talents are enabled to explore them (e.g. music, sports, art) and provided with additional opportunities where possible.</p> <p>Pupils talk positively about themselves as learners. Pupils can confidently express their achievements, needs and challenges and talk about strategies they can use to support themselves, as well as how adults can support them.</p> <p>Staff understand behaviour as communication and the possible barriers to learning which affect emotional regulation. Class staff know where to access support and guidance to effectively support their pupils. Pupils have an increasing emotional literacy.</p> <p>Wider strategies are used to promote a holistic approach developing resilience, confidence, teamwork and independence.</p> <p>Pupils gain ownership and their voice positively contributes to school life.</p>	<p>Collaboration and partnerships ensure bespoke effective support is in place.</p> <p>Pupils enjoy the outside space as a learning environment and Forest School is accessed substantially by disadvantaged pupils.</p> <p>Pupil champions are introduced. Pupils run interest clubs for lunchtimes. Positive outcomes reflected in learning and pupil voice. Y6 mini expert clubs run at Brunswick Park.</p> <p>Pupils are encouraged to excel in the wider curriculum with opportunities to explore or develop specialist skills.</p> <p>Pupils are able to express feelings and use self-regulation strategies effectively evidenced in observations.</p> <p>Pupils feel happy, safe and well supported in school. They are supported to be calm, alert and ready for learning. This is noted within learning walks and pupil voice.</p>
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Challenge 5: Attendance	
Attendance of disadvantaged pupils to be in line with school expectation.	<p>The attendance of the targeted pupils demonstrates evidence of rapidly improving attendance, as a result of the interventions put in place.</p> <p>Attendance of disadvantaged pupils is in line with the attendance of non-disadvantaged pupils.</p> <p>School works in partnership with other agencies and effective actions are implemented to ensure safeguarding of all pupils.</p> <p>EWO working closely with both Church Hill and Brunswick Park.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Total spend: £26,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and further evaluation and development of the curriculum both develops subject pedagogy and effective approaches to teaching particular subjects.	<p>EEF – Effective professional development evidences that supporting high quality teaching is pivotal in improving children's outcomes and has been evidenced to narrow the gap in learning for disadvantaged pupils.</p> <p>Professional development should be targeted to ensure that it builds on existing knowledge, develops teaching techniques, embeds good practice and motivates staff to make the link with professional development and improved teaching and learning back in the classroom. Further access to a rich vocabulary further develops pupils' language development.</p>	1, 2, 3, and 4.

<p>All pupils to receive quality first teaching with teachers having the highest possible expectations for all pupils in their class.</p> <p>Lessons to be appropriately adapted to meet the needs of all children, ensuring that they can access the lesson and are fully involved in their learning.</p> <p>Feedback to be subject based and next steps clear and explicit. Self and peer assessment embedded in the feedback process.</p>	<p>Access to subject based vocabulary supports children to gain and retain knowledge across the curriculum.</p> <p>The NFER Report 2015 (Supporting the Attainment of Disadvantaged Pupils) indicates that more successful schools have an ethos of high attainment for all pupils.</p> <p>They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.</p> <p>The NFER Report 2015 also indicates that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.</p> <p>EEF - Target teaching & support by accurately assessing pupils' needs.</p> <p>High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs.</p> <p>EEF – The EEF's 'Five-a-day approach' describes the five approaches that the evidence base underpinning the SEN in Mainstream guidance report suggests teachers should be considering for all learners, including those with SEND.</p> <p>Feedback has effects across all age groups.</p>	
<p>Effective teaching of phonics and spelling through the continued use ELS and Sounds and Syllables programs.</p>	<p>The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading, with an average impact of an additional +5 progress. Use of small tuition groups is identified as supporting +4 months progress</p>	<p>1 and 2</p>
<p>Dedicated training sessions for support staff to further develop their skills and knowledge across the curriculum.</p>	<p>Whole school training ensures consistency of approaches. Staff improve teaching pedagogy which both increases their confidence and improves support for children.</p>	<p>1, 2, 3 and 4</p>

<p>Mathematics</p> <p>Release time for the Assistant Head Teacher for mathematics and CHS maths lead.</p> <p>CPD from external specialists.</p>	<p>Internal school data and monitoring processes show that children require increased opportunity to experience mathematical challenges including reasoning and problem solving.</p> <p>All staff have access to training and support which enables them to achieve their performance targets which focus on mathematics.</p> <p>EEF Improving Mathematics in EY and KS1 summary of recommendations to effective teaching.</p>	3
<p>English</p> <p>Thorough and regular monitoring and moderation of writing across all year groups.</p> <p>Training for relevant staff as LA moderators.</p>	<p>Outcomes for children highlighted the need for further assessment moderation, particularly for GD writing.</p>	1 and 2
<p>Reading</p> <p>Increased book provision ensuring that there is a wide variety of books available across the school for children to read.</p> <p>To continue to develop a pleasure in reading.</p> <p>To increase the diversity of books across the curriculum so that they better represent our community.</p>	<p>EEF guidance on improving literacy indicates that schools should support children to develop reading fluency. Ensuring that children have access to a wide range of reading materials that they can relate to and fosters their likes and interests supporting pupils to develop a love for reading which in itself can improve fluency.</p>	1, 2, 3 and 4
<p>Wider Strategies</p> <p>Continue funding the employment of specialist teachers for PE, Art, DT and Forest School.</p>	<p>Specialist provision ensures that pupils have access to consistently high-quality teaching by subject specialists.</p> <p>This ensures that we deliver a high quality, enriching wider curriculum to all pupils, including those who are disadvantaged.</p> <p>Pupils with talents in the wider curriculum are recognised and their skills are developed through attendance at specialist events/tuition.</p>	4 and 5

	This may provide life-long opportunities through future scholarships and specialisms.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Total spend: £20,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions.</p> <p>Targeted small group intervention programmes in reading, writing and maths.</p> <p>Early morning intervention groups.</p> <p>1:1 reading for identified pupils run by TAs.</p>	<p>EEF - Small group tuition can have 4 months impact. The smaller the group the better.</p> <p>By focusing on specific objectives in reading, writing and maths, pupils will have the opportunity to close any gaps created by the lockdown in summer 2020 and Spring 2021.</p> <p>EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p>	1, 2, 3 and 4

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

Total spend: £20,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development and Financial Development</p> <p>Provision of full-time (across the federation) Pastoral Lead to support the support and development of social, emotional and mental health</p>	Education Endowment Fund Pupil Premium Guidance Sept 23 indicates the positive outcome of wider supports not only for the disadvantaged pupils but also for the remainder of the class.	4 and 5

<p>at both strategic and management levels continues to be essential.</p> <p>This includes signposting to other agencies, universal support for SEMH, safeguarding and behaviour management.</p>	<p><i>“Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.”</i></p> <p>The continued periods of the financial crisis and the cost of living difficulties, continues to impact pupil's educational achievement as the home situations increase the stress felt by the families.</p> <p>Ongoing monitoring systems ensure individual needs are swiftly identified and assistance initiated.</p> <p>Levels of engagement with other professionals (e.g. social workers, Early Help, CAMHS etc) provides families with a more holistic approach to their needs.</p>	
<p>Personal Development and Financial support</p> <p>Workshops (in person and online), trips, visits and whole class lessons to support participation in the Arts.</p> <p>Financial support is also arranged on an individual basis at the discretion of the Executive Head Teacher.</p>	<p>The EEF Toolkit states that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional +3 progress. These activities also help support engagement and wellbeing.</p>	4
<p>Attendance</p> <p>Subsidised or free attendance at activity clubs, or breakfast and after school clubs, where appropriate.</p> <p>Support for attendance monitoring and actions to increase attendance and punctuality for disadvantaged pupils.</p> <p>Continued support by Educational Welfare Officer from LA.</p>	<p>Breakfast and After School Club supports parents to be able to work.</p> <p>Breakfast Club also supports attendance and transition into school in the morning.</p> <p>Activity clubs linked to sport support pupil motivation, behaviour, physical and mental health and attendance which impacts positively on achievement.</p>	5

Part B: Review of outcomes in the previous academic year with summary July 2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (Summer data 2024 to summer data 2025), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that [school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published].

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that [school would provide an overview of conclusions drawn from this analysis].

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that [school would provide an overview of conclusions drawn from this analysis].

Based on all the information above, the performance of our disadvantaged pupils [exceeded/met/did not meet] expectations, and we are at present [on course/not on course] to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year].

We have reviewed our strategy plan above, and made changes to how we intend to use some of our budget this academic year.

Our data can be found in the table below:

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year, and 2024-2025

Data analysis:

Church Hill	2024 PP	2024 Non- PP	2025 PP	2025 Non-PP
EYFSP	100% of PP pupils achieved GLD	75% of non-PP pupils achieved GLD	16.6% of PP pupils achieved GLD	86% of non-PP pupils achieved GLD
Year 1 Phonics	67% of PP pupils achieved WA	60% of non-PP pupils achieved WA	100% of PP pupils achieved WA	71% of non-PP pupils achieved WA
KS2 Reading	83% of PP pupils achieved EXS	79% of non-PP pupils achieved EXS	67% of PP pupils achieved EXS	88% of non-PP pupils achieved WA
KS2 Writing	83% of PP pupils achieved EXS	83% of non-PP pupils achieved EXS	84% of PP pupils achieved EXS	92% of non-PP pupils achieved WA
KS2 Maths	83% of PP pupils achieved EXS	91% of non-PP pupils achieved EXS	100% of PP pupils achieved EXS	88% of non-PP pupils achieved WA
KS2 RWM	83.3% of PP pupils achieved EXS	79.2% of non-PP pupils achieved EXS	50% of PP pupils achieved EXS	79.2% of non-PP pupils achieved EXS

Brunswick Park	2024 PP	2024 Non- PP	2025 PP	2025 Non-PP
EYFSP	43% of PP pupils achieved GLD	88% of non-PP pupils achieved GLD	66% of PP pupils achieved GLD	55% of non-PP pupils achieved GLD
Year 1 Phonics	91% of PP pupils achieved WA	60% of non-PP pupils achieved WA	67% of PP pupils achieved WA	80% of non-PP pupils achieved WA
KS2 Reading	93% of PP pupils achieved EXS	93% of non-PP pupils achieved EXS	92% of PP pupils achieved EXS	96% of non-PP pupils achieved EXS
KS2 Writing	88% of PP pupils achieved EXS	88% of non-PP pupils achieved EXS	92% of PP pupils achieved EXS	92% of non-PP pupils achieved EXS
KS2 Maths	93% of PP pupils achieved EXS	97% of non-PP pupils achieved EXS	92% of PP pupils achieved EXS	96% of non-PP pupils achieved EXS
KS2 RWM	81.3% of PP pupils achieved EXS	83.7% of non-PP pupils achieved EXS	91.7% of PP pupils achieved EXS	93.6% of non-PP pupils achieved EXS