

Burnley Brow Community School

Pupil Premium Statement

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview:

Detail	Data
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	33% (151)
Academic year/years that our current pupil premium strategy plan	2024-2027
Date this statement was published	October 2025 (Reviewed Sept 2026)
Date on which it will be reviewed and updated	September 2027
Statement authorised by	Helen Atkinson-Smith
Pupil premium lead	Natasha Morgan
Governor lead	Jeremy Sutcliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227 440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£227 440

Part A: Pupil premium strategy plan

Statement of intent

At Burnley Brow Community School our aim is for our pupils to develop into confident, highly literate and numerate learners, irrespective of their background or the personal challenges they may face. We do this by promoting a school ethos which is underpinned by our core values of respect, responsibility and resilience; Teaching a wide progressive curriculum which builds on embedded key knowledge and gives pupils the equity they need to achieve success in the world; Ensuring all pupils have the knowledge, skills, experiences and self-belief to fulfil their potential.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our vision as stated above, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach to teaching and learning is covered in more detail in our Teaching and Learning Policy. The approaches we adopt complement each other to help all pupils reach their potential. We focus on respect, responsibility and resilience alongside developing a growth mindset. To ensure we are successful we will:

- Ensure disadvantaged pupils are challenged
- Act early to intervene at the point need is identified
- Ensure the needs of 'vulnerable' pupils are prioritised
- A whole school approach in which staff take responsibility for pupils' outcomes and adopt a 'no ceiling' approach to their expectations of pupils

Challenges

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

Challenge number	Detail of challenge
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1	Low starting point: Nursery baseline (2026) Reading 6%, Writing 4% Maths, 6% of children were age appropriate on entry to Nursery. These children were mainly the children who had joined us in the summer term of the previous year as rising 3s. The majority of all nursery pupils have little English on arrival and/or poor Bangla language. 48% of the Nursery cohort were wearing nappies on entry to Nursery.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in addition 96% of pupils' first language is not English.
3	Delays in social/emotional/behavioural development.
4	The majority of pupils have very limited home support for learning – 70% of parents speak Bangla at home.
5	Not all pupils who are socially disadvantaged are registered or qualify for a free school meal.
6	The majority of pupils' wider opportunities are limited due to family circumstances and cultural/community norms.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To increase and sustain a higher % of children reaching expected standards by the time they leave EYFS.	% of disadvantaged children achieving EXS in reading, writing and maths by the end of reception increases year on year.
Improve vocabulary and language knowledge by using a structured approach to the teaching of reading and vocabulary acquisition across school.	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. % children reaching the expected standard in the Y1 phonics screening check increases each year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2028/29 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Parents to be actively engaging in their childrens' learning and being able to offer some support at home.	Targeted parents regularly attend our workshops that teach them how to support their child at home. There will be an increased number of children completing their home-school projects. An increased % of children, in particularly those who are disadvantaged, regularly complete homework around spelling and times tables.
Pupils to retain knowledge in long-term memory through explicit retrieval practice.	Retrieval sessions are discretely planned for. Monitoring of feedback sessions demonstrates that children are retaining the knowledge they have been

	taught even though there has been a gap since the initial teaching. Improvement in assessment and test data across the school.

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)

Budgeted cost: £92 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (use of wellcomm). Training for staff to use Wellcomm and ELKLAN to ensure assessments are interpreted and administered correctly.	https://schoolsweek.co.uk/improving-the-oral-language-skills-of-disadvantaged-pupils/	1,2,3,5
Embedding Wellcomm activities across the school curriculum in EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/public/files/Early_Years_Toolbox_Report_(final).pdf	1,2,3,5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3
We fund the use of a teacher to hold weekly homework meetings with parents to ensure that	Parents are able to support their children when completing work at home.	4

parents have an understanding of the strategies and expectations. We parent workshops that are led by TAs/ HSLO- to show parents how they can support their children at home. Eg reading/phonics workshops.		
Trips away from the school premises are heavily subsidised for all. We fund experiences in school for disadvantaged children for example, piano lessons(GDS PP Chn) , sports clubs.	Our children experience the countryside, museums, the beach which add to the development of our childrens' cultural capital.	6
Additional HLTA in Y6	Reduced numbers allow teachers to target specific groups of children- enabling high quality interactions with children. These include targeted teaching, in the moment feedback and coaching. This in turn helps to build confidence and provide emotional support.	1, 2, 3 ,5

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

Budgeted cost: £ 93 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching for pupils in need of additional support, delivered in addition to, and linked with, normal lessons- with experienced HLTA/TA.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2,3,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in internally led by our experienced phonics lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1,2,5
Language acquisition is prioritised (use of Talk for Writing, a structured approach to teaching vocabulary and use of	A focus on oracy will impact on pupil outcomes. Evidence shows improved attainment in phonics and writing, classroom climate and behaviour when oral language is a focus.	1,2,3

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

Budgeted cost: £43 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management (our Respect Charter) and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,5
Use of sensory rooms/ SEND/ behaviour interventions to support children struggling to regulate.	Evidence demonstrates that the use of behaviour strategies consistently across school has a high impact.	3,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 228 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

Wellcomm and ELKLAN have been successfully used in EYSF, KS1 and across school where needed to improve language acquisition and support children who are disadvantaged.

Further development of Talk for Writing, including a focus on the 5-sentence story has impacted on the attainment of oracy and writing across school.

A whole school focus on oracy and vocabulary across all subjects- a focus on formulating questions and answers and learning key vocabulary (use of pictures to help children to retain meaning to vocab learnt).

Use of sensory rooms/calm room/interventions for behaviour has helped children to have a higher level of focus in the classroom and these children have been observed as having and saying they have more confidence.

Attainment

Review of PP/NPP attainment (EXS +)	PP School	PP Oldham	Non-PP School	Non-PP Oldham
GLD	60%	49%	56%	67%
Phonics	81%	69%	56%	81%
KS2 Reading	71%	64%	72%	78%
KS2 Writing	68%	62%	69%	76%
KS2 Maths	84%	66%	69%	79%
KS2 RWM	61%	51%	62%	66%