

Pupil premium strategy statement – Battling Brook

This statement details our school's use of pupil premium (and recovery 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	575
Proportion (%) of pupil premium eligible pupils	14.78
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lisa Mathie (Head Teacher)
Pupil premium lead	SLT
Governor / Trustee lead	Sue Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£152,000

Part A: Pupil premium strategy plan

Statement of intent

Battling Brook Primary School is a large Primary school situated on the outskirts of Hinckley in Leicestershire. The large grounds accommodate 1 main school building, as well as several additional structures to house the additional classes following extension from 2 to 3 form entry between 2002 and 2009. Currently there are 575 pupils on roll from the age of four to eleven (correct on 28.11.25), with 85 currently identified as receiving Free School Meals or being Pupil Premium, this equates to around 14.78% of the school population.

Our school aims of Equality, Active Learning, Community and Health and Happiness (E.A.C.H) capture our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas from their relative starting point.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. We aim to accelerate progress in Reading, Writing and Maths to reduce the gap so that the disadvantaged group achieve in line with the National 'Others' group. We will consider the challenges faced by all vulnerable pupils, regardless of whether they are classed as disadvantaged or not and the activity we have outlined in this statement is intended to support their needs.

We aim to ensure that Teaching and Learning meets the needs of ALL pupils; by deploying various adaptive teaching strategies. Therefore, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL pupils, including the disadvantaged, are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which ALL staff take responsibility for ALL pupils' outcomes, including the disadvantaged, and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of disadvantaged pupils present lower levels of wellbeing compared to their peers, with higher incidences of social, emotional and mental health (SEMH) needs. This is evidenced through behaviour logs, attendance patterns, pastoral records and pupil voice. Many pupils require additional support to develop emotional regulation, resilience and positive self-esteem, and some face external factors (e.g., family stressors, limited access to enrichment, unstable routines) that further impact their wellbeing. This leads to disadvantaged children often being less ready for learning and unable to sustain engagement within the school environment.
2	A significant number of disadvantaged and other vulnerable pupils enter our School with limited oral language skills and reduced vocabulary breadth compared to their peers. Baseline assessments, teacher observations and early language screening indicate gaps in expressive and receptive language, reduced confidence in speaking, and inconsistent use of higher-level vocabulary across subjects. Many pupils have fewer opportunities for structured talk at home, which affects their ability to articulate ideas, access the curriculum, and fully participate in class discussions. These language gaps particularly impact reading comprehension, reasoning tasks and writing outcomes, preventing many of our disadvantaged children from achieving age-related expectations and limiting progress across the wider curriculum.
3	Internal and external assessments from 2023 - 2025 indicate that Maths attainment across all pupils is below national standards, but among disadvantaged pupils it is significantly below that of non-disadvantaged pupils at KS2. We have seen an early impact from NCETM Mastering Number in EYFS and KS1 and this will be implemented across KS2 to try to bridge the attainment gaps, both to national expectations and also amongst our disadvantaged group within school. We are above national data for the Multiplication Tables Check, so we need to ensure children have the opportunity to continue and build on stronger foundations.
4	Internal and external assessments from 2023 - 2025 indicate that Reading attainment across all pupils is below national standards, but among disadvantaged pupils it is significantly below that of non-disadvantaged pupils at KS2. Due to the success of Doodle Maths, we have invested in Doodle English for the rest of this academic year to enable targeted support for all disadvantaged children and children who are working at below their current year group in order to bridge the attainment gaps, both to national expectations and also amongst our disadvantaged group within school. Our phonics data was also below national last year, so we have invested in extra CPD using Read Write Inc.
5	Internal and external assessments from 2023 - 2025 indicate that Reading attainment across all pupils is below national standards, but among disadvantaged pupils it is significantly below that of non-disadvantaged pupils at KS2. Due to the success of Doodle Maths, we have invested in Doodle English for the rest of this academic year to enable targeted support for all disadvantaged children and children who are working at below their current year group in order to bridge the attainment gaps, both to national expectations and also amongst our disadvantaged group within school. A weekly focus on Spelling and Grammar has been introduced (with a specific lesson) and a new handwriting scheme (Letterjoin) has been purchased to allow for daily handwriting instruction and practise.
6	A significant proportion of disadvantaged pupils do not regularly participate in the school's extra-curricular clubs, sports, arts activities, or wider enrichment opportunities. Monitoring over recent years shows that disadvantaged pupils are consistently underrepresented in after-school clubs, educational visits, performances, sports teams, leadership roles, and enrichment events. Barriers to participation include limited family

	<p>capacity to support attendance (e.g. childcare commitments, work shifts, transport), financial pressures relating to equipment or contributions, and lower awareness of available opportunities. Some disadvantaged pupils also demonstrate reduced confidence, social anxiety, or uncertainty about joining new activities, which further limits their engagement. As a result, these pupils miss out on valuable opportunities to develop social skills, cultural capital, teamwork, resilience, and a broader sense of belonging within the school community. The lack of participation can reinforce inequalities in confidence, aspiration, and personal development compared to their non-disadvantaged peers. Increasing and sustaining disadvantaged pupils' involvement in enrichment activities is therefore a key priority to support their holistic development and improve both academic and non-academic outcomes.</p>
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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
<p>1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● consistent and high engagement in lessons (readiness for learning) ● fewer referrals to pastoral support team ● My Happy Mind is a core offer through the PSHE curriculum. ● positive impact on progress and attainment data at KS2 (closing gaps to peers).
<p>2. To improve oracy and use of vocabulary among disadvantaged and other vulnerable pupils.</p>	<ul style="list-style-type: none"> ● Increased clarity, confidence and fluency during whole-class and small-group discussions, in line with the National Curriculum <i>Spoken Language</i> requirements, noted in lesson observations and pupil voice. ● Improved outcomes in reading comprehension tasks, vocabulary assessments, and application in writing, evident in school and cross school moderation. ● Increased engagement and participation from disadvantaged pupils during structured talk activities (e.g., partner talk, group discussion, reasoning tasks), as evidenced by teacher observations, Pupil Progress meetings etc. ● Improved use of tier 2 and tier 3 vocabulary across the curriculum, with pupils independently applying taught vocabulary during oral responses in English, science, and the wider curriculum. ● Enhanced ability to articulate reasoning and explain thinking, observed across subjects such as maths, reading discussions, and humanities, in line with curriculum expectations to justify answers and communicate ideas clearly. ● Improved use of age-appropriate Standard English, where applicable, during structured speaking activities, in alignment with National Curriculum expectations. ● Implementation of the new Oracy Framework within year groups and across curriculum areas.
<p>3. Improved attainment in Maths for disadvantaged</p>	<ul style="list-style-type: none"> ● Work in books and assessments show clear evidence of progress in mathematical fluency, reasoning, and problem-solving. ● During learning walks and lesson drop ins, there is increased confidence when explaining their mathematical thinking.

<p>pupils at the end of KS2.</p>	<ul style="list-style-type: none"> ● In pupil progress meetings, teachers report improved participation and engagement in maths lessons. ● Pupil voice reflects greater enjoyment and understanding of maths. ● National assessment data (KS2 SATs and MTC) are broadly in line with national comparisons ● NCETM Mastering Number programme involvement and CPD.
<p>4. Improved attainment in Reading for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils show increased fluency and comprehension in guided and independent reading activities. ● Pupils are more engaged in reading for pleasure and can discuss books they enjoy with enthusiasm, as evident in reading attitudes surveys. ● Teachers note improved vocabulary and understanding during reading discussions. ● Phonics data is broadly in line with national attainment. ● End of KS2 assessments show children broadly in line with national attainment or that of their disadvantaged counterparts.
<p>5. Improved attainment in Writing for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> ● Writing in books shows increasing use of varied vocabulary, sentence structures, and accurate punctuation. ● Pupils show greater pride, independence, and resilience in the writing process, including editing and redrafting their own work. ● Teachers have greater subject knowledge and understanding of the drafting process through CPD and planning surgeries with the English subject lead ● Pupil voice shows children talking confidently about their writing and what helps them to improve. ● End of KS2 assessments show children broadly in line with national attainment or that of their disadvantaged counterparts.
<p>6. To achieve and sustain greater opportunities for all pupils in our school, particularly our disadvantaged pupils, with a wide range on offer.</p>	<ul style="list-style-type: none"> ● More disadvantaged pupils take up opportunities for enrichment and speak positively about their experiences. ● Pupils develop new skills, interests, and friendships through participation in activities. ● Teachers and club leaders note improved teamwork, confidence, and engagement among disadvantaged pupils. ● Parents report greater enthusiasm and sense of belonging from their children as a result of participation.

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:£ 25,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leicestershire 'Closing the Gap' project	https://files.cdn.thinkific.com/file_uploads/617182/attachments/247/6bc/01c/TT_Programme_Outline.pdf	2,3,4,5
<p>Maths is made a priority on the SDP (School Development Plan) for each Phase as a key area for development.</p> <p>Release time for Maths subject leader to monitor and evaluate as well as peer and group planning surgeries.</p> <p>Release time for engagement with NCETM Mastery in Number Hub.</p> <p>Additional CPD from NCETM for selected staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Guidance Report IMPROVING MATHEMATICS IN KEY STAGES 2 AND 3</p> <p>NCETM Mastery Materials</p> <p>EEF Guidance Report Maths EYFS KS1</p> <p>EEF Guidance Report Maths KS2</p> <p>Five ways manipulatives can be used to develop mathematical understanding</p>	2, 3
<p>Drawing club training for staff in Reception and KS1 in order to enable a consistent approach to the teaching of early reading and writing.</p> <p>Letterjoin subscription and training.</p> <p>Doodle English/Spell available for all disadvantaged children and children who are working below their current year group.</p>	<p>Drawing Club - "CAN I GO AND PLAY NOW..?"</p> <p>Letter-join News</p> <p>Curriculum and Assessment Review final report: Building a world-class curriculum for all</p> <p>The writing framework - GOV.UK</p>	2,5
<p>Reading is made a priority on the SDP (School Development Plan) for each Phase as a key area for development.</p> <p>Release time for Reading subject leader to monitor and evaluate as well as</p>	<p>EEF Guidance Report Literacy KS2</p> <p>Curriculum and Assessment Review final report: Building a world-class curriculum for all</p>	2, 4

peer and group planning surgeries.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 105,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Consistent use of targeted reading, writing and maths interventions in each Phase:</p> <p>EYFS/KS1 – Read, Write Inc. Phonics, Mastery in Number (NCETM)</p> <p>LKS2 – Read, Write Inc. Fresh Start, Mastering Number (NCETM), Doodle Maths.</p> <p>UKS2 – Read, Write Inc. Fresh Start, Doodle Maths</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Toolkit: Teaching Assistant Interventions</p> <p>EEF Guidance Report: Teaching Assistants</p> <p>Curriculum and Assessment Review final report: Building a world-class curriculum for all</p>	1, 2, 4
<p>Children who are Working Towards and/or in receipt of Pupil Premium funding will participate in 'Doodle Maths' intervention.</p> <p>Embed use of 'Timestables Rockstars' or 'Numbots' across all year groups to increase engagement with learning times tables (online technology enables pupils to receive instant feedback and provides formative assessment information for teachers to move learning forward)</p>	<p>Curriculum and Assessment Review final report: Building a world-class curriculum for all</p>	3, 4

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

Budgeted cost: £ 23,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school 'My Happy Mind' initiative. Regular staff training and 30-45 minute sessions each week.	https://myhappymind.org/about/	1,2
Provide Homework club to support those children who have less opportunity for learning at home	EEF Toolkit: Homework	2,3,4,5
<p>Trip subsidy for all pupils</p> <p>Subsidy for wider enrichment opportunities and uniform</p> <p>Extra-Curricular lead to identify PP for clubs etc.</p> <p>Participation events will be targeted at PP children by Sports/Extra-curricular lead.</p> <p>Lunch time clubs as well as after school clubs to be offered (subsidised for PP children).</p>	<p>Evidence suggests that young people who have the opportunity to learn through and about culture are better equipped to achieve across the curriculum, and to take responsibility for their own learning. Attendance, attitude and wellbeing are all improved by engagement with culture.</p> <p>Cultural Learning Alliance</p> <p>New curriculum to give young people the skills for life and work - GOV.UK</p>	5

Total budgeted cost: £ 154,100

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	Leicestershire Educational Psychology Service