Pupil premium strategy statement – Brisley CE Primary Academy

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	67
Proportion (%) of pupil premium eligible pupils	14.9%
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	November 2026
Statement authorised by	Hope Federation LGB
Pupil premium lead	Belinda Allen Executive Headteacher
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,160
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£16,160

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, 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. 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 disadvantaged pupils 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve

What are your ultimate objectives for your disadvantaged pupils?

To ensure that all pupils eligible for the Pupil Premium Grant make academic and social progress across the school, that is at least in line with their peers. We recognise that excellent teaching is a key component to enable schools to improve outcomes for disadvantaged pupils, we therefore offer education which is challenging, enjoyable, and knowledge rich. We will have succeeded if our pupils demonstrate readiness for learning, readiness for life and are given the chance to achieve the best results. This is especially important being a Church of England Primary Academy. Following our values and 'enabling children to flourish through the field of life', we want to give our pupils the chance to achieve to the best of their ability.

How does your current pupil premium strategy plan work towards achieving those objectives?

Overcoming barriers to learning is at the heart of our pupil premium strategy. We use evidence-informed research to make decisions about the best approaches for all our pupils. By identifying key barriers to success for children and seeking to put in place pragmatic and effective solutions to overcome them, our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined below.

What are the key principles of your strategy plan?

- Recognising that all children are unique individuals and that to best support them we must look at individual strengths, difficulties and characteristics and be able to offer support for emotional and mental wellbeing where needed.
- Ensuring all pupils have access to high quality teaching and learning.
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	There is a coincidence of SEND and disadvantaged pupils across the school 50% of our whole school SEND (7 pupils/14 on the SEN Record).This means that individualised SEND approaches are needed to accelerate progress for many of these children.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of self-esteem, friendships

	and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. PSA referrals - Teacher referrals for support remain relatively high. 5 pupils (3 - 60% of whom are disadvantaged) currently require additional support with social and emotional needs.
	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
Increase the rate of progress in early reading for disadvantaged children across Early Years and Key Stage One.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in phonics
Increase the rate of progress in Maths and English for disadvantaged children across the school.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in Maths and English.
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech or language difficulties to allow all children to make good progress socially and academically.	All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good.
Provide support for children with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational.	Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational. Attendance data is at least in line with the national average for disadvantaged children.

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: £6688.

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	*Education Endowment Foundation (EEF) Teaching Assistant Interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.*	*1,2*
Interventions to help identify learning gaps, taken from summative assessments, classroom lessons	*Education Endowment Foundation (EEF) Teaching Assistant Interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Timetables interventions to be carried out and assessments carried out over time.*	1, 2
Pastoral Support Lead to be available to families at the beginning and end of day. To use 'thrive', pastoral time for support. Unique week and mental health termly focuses. Ensuring pupils have their emotional needs met so they are ready to learn. Including sensory circuits for	*Education Endowment Foundation (EEF) Social and emotional learning. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.*	*3,4,5*

those who need it at the beginning of the day and transitional times of the school day.	*Education Endowment Foundation (EEF) Parental engagement* *The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early year's provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.*	

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

Budgeted cost: £8222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention and support across the school. Investment in TA provision enables targeted support, pre-teaching and specific interventions to take place e.g. 1stClass@Number, PiXL interventions, sensory circuits, precision teaching	*EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)*	*1, 2, 4*

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

Budgeted cost: £1250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Lead training utilised to support pupils appropriately.	*EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year) 2*	2
Learning resources e.g. additional books for the school library.	*EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year) 1, 2, 3,*	1, 2, 3, 4

Total budgeted cost: £16160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Outcomes

Internal assessments and data showed that PP pupils made progress in reading, writing and maths across the school although the attainment remains below non-pupil premium pupils therefore the target to close the gap between PP and non-PP pupils remains.

The strategies outlined above for the academic year 2024-25 are aimed to continue to improve academic outcomes for PP pupils. We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2024-24. The social emotional wellbeing of the children has been a significant area of focus.

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Phonics

Year 1 phonics - NA

Year 2 - 50% pass for retake

***KS2 Disadvantaged (5 pupils)**.*

EXS+ Reading 100%, Writing 67%, maths 67% and RWM combined 33%.

KS1

- *Attainment in Reading 25%,*
- *Attainment in writing 25%*
- *Attainment in maths 75%*

***Attendance**.*

89.43%

Externally provided programmes

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
Pixl	Pixl