

# Braishfield Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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.

## School overview

Detail	Data
School name	Braishfield Primary
Number of pupils in school	103 (Nov 25)
Proportion (%) of pupil premium eligible pupils	17% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Natalie Alldred
Governor / Trustee lead	Julie Holland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,870
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,870

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Braishfield Primary is that all pupils, irrespective of their background or the challenges they face, grow & thrive, 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 in line with Age-Related Expectations (ARE) or who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those in our school who may have a social worker or who may be 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.

Last year's PP strategy was based upon the first year of our 3-year cycle. **This year's strategy will continue to build upon the progress made last year as part of the 3-year focus with any adaptation required, to support the needs of our children.**

High-quality-first 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
- track progress and attainment closely
- 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

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach age related expectations. Teaching is not always tailored to meet the needs of all pupils.
2	Ensuring attendance for children eligible for pupil premium is in line with attendance in for children not eligible for pupil premium.
3	Emotional well-being at times presents as a barrier to learning.
4	Pupils eligible for pupil premium funding generally have greater difficulties with phonics and development of a rich bank of vocabulary than their peers and families feel less equipped to support their child(ren). This negatively affects their development as readers.

## 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
Focus children to make above expected progress in learning over the course of the year.	Learning walks, PP meetings and book looks Internal data will show measurable above expected progress for these children Identification of barriers and task design to address needs is evident in classrooms and books – evidence by LLP/HIAS advisors but impact not yet statistically measurable. All staff aware of these children and targeted support by all staff in place in classes – evidence through learning walks.
Attendance for children eligible for pupil premium will be in line with non-disadvantaged.	Data aligns Attendance has improved but absences have a more significant impact as this is reflected in 17 children and not 103 and therefore this challenge is not achieved but improvement compared to last year as a result of targeted support for families is evident.
Reductions in social, emotional and mental health difficulties affecting learning in focus children.	Impact on progress, CPOMS incidents, attendance. Staff have completed additional training through HIAS, more in planned in the coming year from

	PBS and introduction of new values will be used to support emotional wellbeing for the children.
Bespoke opportunities and resources identified to support children with wider acquisition of vocabulary and reading skills.	Learning walks, PP meetings, book looks Internal data Identification of barriers and task design to address needs is evident in classrooms and books – evidence by LLP/HIAS advisors but impact not yet statistically measurable. All staff aware of these children and targeted support by all staff in place in classes – evidence through learning walks.

## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional purchase of <i>Little Wandle</i> resources and books including catch-up resources for <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Purchase of fluency books. Staff to update training and develop progress of fluency for children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches (including the “Helping Hands” team) will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Talkabout sessions,</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	3

Additional training for LSA in Lego Therapy, additional hours of ELSA/pastoral support for the children.		
Training of LSAs, including own professional development to deliver targeted spelling, reading and maths interventions alongside class teachers. Use of additional SENDCo hours to work alongside class teachers to improve inclusive practice. Additional LSA employed to increase support.	If LSAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. <a href="#">EEF Teaching Assistants</a>	1,4
HIAS English support on task design focusing on disadvantaged pupils. Support from working with other local schools and new member staff with moderator experience for all staff through CPD and PDMs.		1,4
Pupils will receive focused teacher input and group work during guided reading sessions. Children identified on planning and given targeted support by adults.		1,4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to deliver high-quality, in-class support to children- under the direction of the class teacher. This also includes freeing the class teacher to provide extra support for PP children, plus LSAs providing one-to-one and small group support using structured interventions, where relevant. Established and ongoing	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. <a href="#">EEF Teaching Assistants</a>	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive	1,4

<p>phonics support in KS1. This will be supported by book matching.</p> <p>Established and ongoing. Data projections and outcomes from 2025 data show positive impact of this targeted support both in GLD and PSC data outcomes.</p>	<p>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. EEF</p>	
<p>Homework work books provided for all eligible children.</p> <p>This continues to be subsidised this year and ensures all children have equal access to these resources.</p>		1,4
<p>Purchase of additional support programmes for in and out of school use. Nesy program purchased for some KS2 children and to be broadened in numbers in the coming year.</p>	<p>Targeted interventions. EEF impact.</p>	1,4

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

Budgeted cost: £1,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued staff training on complex behaviour management and emotional regulation approaches (including two PDMs on behaviour and Team Teach training for 4 staff) with the aim of developing our school ethos and improving behaviour across school.</p> <p>Staff have completed additional training through HIAS, more is planned in the coming year from PBS and introduction of new values will be used to support emotional wellbeing for the children.</p> <p>Additional training for LSA in Lego Therapy, additional hours of ELSA/pastoral support for the children.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Headteacher to attend HIAS Tackling Educational Disadvantage network meetings.</p> <p>Ongoing</p>		1-4

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve Headteacher time for liaising with parents and carers, SENDCo, Primary Behaviour Support (where relevant) and the Attendance Team to understand reasons behind absence/lateness and to tackle this effectively.</p> <p>Engagement with Attendance Hub, school specific Attendance team meetings, PBS support, HT and ELSA engagement with parents and MHST support accessed and to continue this year.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>Ensuring all pupils make higher rates of progress and achievement as they move through the school to the end of KS2- through broad, rich, meaningful curriculum and high-quality teaching and learning (including funding for residential trips and day trips/enrichment activities at a 25% reduction)</p> <p>Ongoing. More targeted tracking in place.</p>		<p>1,4</p>
<p>Additional focused reading opportunities identified with volunteers for each class.</p> <p>Engagement and enjoyment evident and the additional reading sessions have shown improvement in reading and fluency whilst not necessarily having a statistical impact on data yet.</p>	<p>EEF guidance on regular opportunities for reading  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,4</p>
<p>Opportunities for support for pupils through additional resources from the SLS during Christmas, Easter and Summer holidays that support reading. This will enable them to have wider</p>	<p>As above</p>	<p>1,4</p>

<p>access to texts and also to develop vocabulary and subject understanding.</p> <p>Ongoing</p>		
<p>Prioritising opportunities for children to attend after school clubs from external providers.</p> <p>Ongoing and opportunities identified in and out of school- particularly in sports.</p>		1,4
<p>ELSA sessions available for children as needed.</p> <p>Additional training for LSA in Lego Therapy, additional hours of ELSA/pastoral support for the children. Bespoke timetable including introduction of SKILLS group to focus on social interactions.</p>		3
<p>Second hand uniform available and provided as needed for children when starting school and throughout their time. Also, new uniform purchasing support available.</p> <p>Ongoing</p>		2,3

**Total budgeted cost: £26,870**

## 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 2024 to 2025 academic year which is the first year of the current 3-year strategy.

#### 2024/2025 end of year 1

Of the 3 pupils in Year 6, 1 pupil (33% of PP pupils) was at ARE or above for R/W/M.  
0 pupils in Y5.

Of the 3 pupils in Year 4, 0 pupils were at ARE for R/W/M.

Of the 3 pupils in Year 3, 1 pupil (33% of PP pupils) was at ARE or above for R/W/M.

Of the 3 pupils in Year 2, 1 pupil (33% of PP pupils) was at ARE or above for R/W/M.

Of the 2 pupils in Year 1, 1 pupil (50% of PP pupils) passed the phonics screening and reached ARE for reading, writing & maths.

Of the 2 pupils in EYFS, 2 pupils (100% of PP pupils) achieved GLD.

Overall, **6/16 children 38% of PP pupils** (if taking account of phonics and R/W/M in Y1) were on track at the end of the academic year 2024/2025.