Pupil premium strategy statement – Brington C of E Primary

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	90
Proportion (%) of pupil premium eligible pupils	17.78%
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 – 2027/2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Kirsty Baish – Head teacher
Pupil premium lead	Elaine Gilmour-Hoy – SENDCO
Governor / Trustee lead	Debbie Beachus-Wells - Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23024.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£23024.00

Part A: Pupil premium strategy plan

Statement of intent

At Brington C of E Primary, we are dedicated to promoting an inclusive environment where all students, regardless of their socio-economic background, can achieve their potential. The Pupil Premium funding will be used strategically to support the learning, development, and well-being of our disadvantaged students. This funding will be allocated to initiatives that focus on accelerating academic progress, narrowing the attainment gap, and ensuring that disadvantaged students have access to the same opportunities as their peers. There will also be a focus for those who are already attaining highly to ensure this continues throughout their school career.

Principles:

High-Quality Teaching for All:
At the heart of our approach is the understanding that high-quality teaching benefits all students, but it is particularly impactful for those who are disadvantaged. Drawing on evidence from the EEF, we recognise that strong, evidence-based teaching strategies such as explicit instruction, effective formative assessment, and high expectations can help ensure that all pupils, including those eligible for Pupil Premium, make at least age-related progress.

The funding will support continuous professional development (CPD) for staff to ensure that they are equipped with the knowledge and skills to deliver high-quality teaching to all pupils, particularly those from disadvantaged backgrounds.

Targeted Interventions:
We understand that some of our Pupil Premium students may require additional support to overcome barriers to learning. Our approach will ensure that interventions are evidence-based, timely, and tailored to the needs of individual pupils. These interventions will focus on literacy, numeracy, and social-emotional development, as well as supporting broader aspects of students' personal development. The school will provide a combination of one-to-one tuition, small group interventions, and in-class support to boost learning outcomes.

Monitoring and Evaluation:
We will regularly monitor the progress of Pupil Premium students through our data tracking systems, assessing not only academic achievement but also personal and social development. The impact of interventions and strategies will be evaluated to ensure that the funding is being used effectively and that it is leading to measurable improvements in student outcomes. These are done through our Pupil Progress meetings each term to ensure the impact of the adaptations made is successful and purposeful.

Parental Engagement:
We recognise the important role that parents and carers play in the education of their children. The school will continue to work closely with families of Pupil Premium students, keeping them informed about their child's progress and encouraging active involvement in their learning. By fostering strong relationships with families, we aim to provide a consistent and supportive environment both at school and at home.

Curriculum Enrichment:
All students, including those eligible for Pupil Premium, will benefit from a rich and varied curriculum that goes beyond the core academic subjects. We will use Pupil Premium funding to provide opportunities for pupils to engage in extra-curricular activities, trips, and enrichment programs that broaden their horizons and enhance their personal development.

Focus Areas:

Literacy and Numeracy: Targeted interventions to improve core skills in reading, writing, and mathematics to help Pupil Premium students catch up and keep up with their peers. This can be 1:1 with a TA, or in a small group with the class teacher to ensure quality first teaching is being used.

Behaviour and Well-being: Providing emotional and social support, ensuring that disadvantaged students are supported in their mental and emotional well-being, which is essential for learning.

Personal Development: Supporting the development of resilience, confidence, and self-esteem to help pupils become well-rounded individuals who are prepared for the next stage of their education. This is weaved into our school culture and explicitly taught through our curriculum and by adults encouraging a 'growth' mind set towards learning.

Our commitment to ensuring that every child, regardless of their background, reaches their full potential is at the heart of our Pupil Premium strategy. By prioritising high-quality teaching, targeted interventions, and supporting the holistic development of our Pupil Premium students, we will continue to close the achievement gap and ensure that all children at Brington C of E Primary are equipped to succeed in their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Social & Emotional – our teacher assessments, observations, SEN Register and discussions with parents/carers has shown a need to increase social and emotional skills for disadvantaged children, especially those who are looked after/in care.
2	English Progress – Ongoing assessments have shown that there is a gap between disadvantaged pupils compared to non-disadvantaged pupils.
3	Maths progress - Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils
4	Well-being - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been

	impacted by many factors, including social & emotional (as above) additional needs (SEN) and self-identified academic gaps between them and their peers.
5	Phonics gaps - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and are less likely to pass the Phonics Screening Check in KS1.

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
Improved social & emotional skills	Intervention Logs, Teacher/Teaching Assistant feedbacks, and pupil feedback in 2027/2028 will show more confident social and emotional skills demonstrated by disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/2028 will show that, compared to the national average, more disadvantaged pupils at Brington met the expected standard and passed the Phonics Screening Check
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/2028 will show that, compared to the national average, more disadvantaged pupils at Brington met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 through to 2027/2028 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities – such as play leaders, school council etc - particularly among disadvantaged pupils
Improve quality of teaching and learning with ‘quality first teaching’ in all classrooms.	Blink observations, Pupil progress meetings, book checks, learning walks will identify that all pupils experience lessons that enable at least good progress to be made.

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: £22103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF Took Kit (2021) claims significant improvement in learning e.g Phonics +5 months Assessment for learning/feedback +6 months Reading comprehension strategies +6 months EEF I Teaching & Learning Toolkit	2.3.5
Use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	2,3,5
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	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	2,3,4,5
Quality Assurance in teaching and learning. SLT to identify	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary	2,3,5

developmental feedback, identify training needs and share best practice.	and can help to determine starting points for professional development.' DfE I Teacher Standards	
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Mathematics Guidance: Key Stages 1 & 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will fund CPD and Teacher release time to embed key elements of our English Approach. The English lead will work with the Local Authority Literacy contact to ensure high quality delivery of Talk for Writing.	The EEF guidance links closely to our adopted Talk for Writing scheme and allows for a larger range of learning styles to explore literacy in a variety of ways. Literacy Guidance Report I EEF DfE Writing Framework Summary	2
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): SEL I EEF	1

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

Budgeted cost: *£576*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Delivered by Teaching Assistants.	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 +5 months Phonics I Toolkit Strand I EEF	5
ELSA sessions delivered on a 1:1 basis as and when needs identified. Delivered by TA – Training to be refreshed in 2026	EEF guidance on SEL interventions and their benefits shows when done effectively there is an additional 3+ months progress made throughout the academic year. SEL I EEF	1,4
Sensory Circuits sessions – in larger groups each morning and 1:1 and 1:3 sessions at lunch time before afternoon learning. Delivery done by 2 TA's.	These are monitored to explore the needs of the children taking part and the types of activities being accessed. This can develop their physical well-being, and social well-being EEF I Physical Development Approaches	1,4

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

Budgeted cost: £345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of leadership of PP e.g. Pupil Premium Project. Continued	The EEF's guide "Putting Evidence to Work, A guide for Implementation, highlights the importance of building leadership capacity to deliver school improvement.	1,2,3,4,5

appointment of pupil premium co-ordinator	EEF I Guide to Implementation	
Ensuring that students can access full taught and wider curriculum including out of school sporting events.	EEF's tool kit reports benefits from both arts and sports participation. Arts participation +3 months EEF I Arts Participation	1,4
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.	1,2,3,4,5
Targeted behaviour approaches, including independent tasks, developing understanding of needs, whole school approaches – Therapeutic Thinking.	Looking at whole school approaches, consistency with adults and understanding of each child's need. EEF I Guidance Report I Behaviour Therapeutic Thinking	1,2,3,4,5

Total budgeted cost: £23024

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The data demonstrated that Disadvantaged children were not always showing a gap in progress, some children were making good progress across all subjects, particularly in Year 5, however there is an focus to ensure this continues. Overall the data has shown that there is some significant progress to be made in Year 2 & 3 across the next academic year.

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).

Pupil Premium Progress Data

Summer 2 Data Drop 2025

Year Group	Number of children	Subject	% Working below age related expectations	% at Age related expectations	% At Greater Depth	Combined
EYFS	1/9	R	0%	100%		100%
		W	0%	100%		
		M	0%	100%		
Year 1	2/16	R	50%	50%	0%	0%
		W	50%	50%	0%	
		M	100%	0%	0%	
Year 2	3/14	R	33%	67%	0%	33%
		W	67%	33%	0%	
		M	33%	67%	0%	
Year 3	2/12	R	0%	100%	0%	50%
		W	50%	50%	0%	
		M	50%	50%	0%	
Year 4	3/14	R	33%	67%	0%	67%
		W	33%	67%	0%	
		M	33%	67%	0%	
Year 5	4/18	R	25%	75%	25%	75%
		W	25%	75%	0%	
		M	25%	75%	0%	
Year 6	9	R	0%	100%	0%	100%
		W	0%	100%	0%	
		M	0%	100%	0%	

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 those with lower attendance, behaviour and wellbeing issues are more likely to be working at a lower level than their peers, and making less progress throughout the year.

Of the 16 children shown on the data above for the end of year 2024/25 – 1 has attendance of 56.7% for the school year having never been at school before, 1 has very low well-being (EHCP to reflect this) 1 has multiple medical issues and as such their attendance was 88.7%. 5 children are also on the SEN Register and as such this can have a wider impact on their progress and attainment. 3 of the children are LAC.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our approach to Quality First Teaching is having a positive impact and is shown across Key Stages to be supporting the children with their progress.

Our Phonics approach, and in particular fidelity to the Read Write Inc scheme is showing good progress and consistency across all adults. The 1:1 interventions linked to these are particularly effective, with all children by the end of Year 2 (2024/25) achieving a pass in the Phonics Screening check regardless of any disadvantages. 75% of children (12/16) achieved their pass mark in Year 1 this academic year.

Developing maths, in particular children's reasoning and mastery has been successful and has allowed children from any background to access further understanding of their maths. There is still a gap in progress being made by disadvantaged children so this will remain a school priority as core subject are so key in the children's future educational career.

As we are at the end of a Strategy Cycle this has been reviewed and the impact of each of the areas is outlined below:

Challenge 1: Underdeveloped oral language skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

Review: Oral skills and vocabulary gaps are being successfully filled by High Quality Teaching and more targeted interventions. Any children under the Speech and Language Therapist to support this has since been taken off their register to continue in 1:1 based targeted sessions with a TA

Challenge 2: Phonics gaps - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

Review: This is an ongoing challenge as there are still some disadvantaged children that need ongoing support with their phonics, especially those in KS1 approaching the Phonics Screening Check

Challenge 3: Maths progress - Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

Review: Another ongoing challenge for school as the gaps in the data above show there are still gaps between disadvantaged pupils versus non-disadvantaged pupils.

Challenge 4: Well-being - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.

Review: Whilst partial closures are not having as great an impact due to the time passed, the learning missed during this time is shown across all lessons and has a negative impact on disadvantaged children's wellbeing. There is a need to continue this as a school focus.

Challenge 5: Social and emotional - Our assessments observations and discussions with pupils and families have identified social and emotional issues for some pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Review: This has been continued in our Strategy Cycle as there are still many issues for the disadvantaged children to overcome, moving past school closures has meant the focus in school can move away from missed enrichment activities to prioritising and developing new opportunities.

Externally provided programmes

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

Programme	Provider
Spelling Shed	Education Shed.