

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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	Braywood CE First School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	June 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Susan Calvert
Pupil premium lead	Susan Calvert
Governor / Trustee lead	Anne Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,373
Recovery premium funding allocation this academic year	£2,000 estimated
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	£6,373

Part A: Pupil premium strategy plan

Statement of intent

The overarching principal of Braywood CE First School is that all children excel regardless of their background, or the challenges they face in life.

“At Braywood our aspiration is for all children to become confident, emotionally resilient and compassionate individuals who achieve personal success through strength of character and a love of learning”

Our strength as a school is that we are inclusive, we remove learning barriers and have successful academic rates because we foster these aspirational goals. Our aim is for Pupil Premium, vulnerable and children with SEND to make accelerated progress from their starting points so that all pupils achieve at Braywood. Our provision is planned relative to individual barriers to learning. Using our student attainment and progress monitoring system we are able to identify the specific needs of these pupils and support them with appropriate measures. This then informs our new strategies.

Our core provision is based upon character education and providing opportunities which fosters a child's resilience and a long of lifelong learning is an excellent way to give all children a good start in their educational journey, but this is more important for children from disadvantaged homes. Our ELSA staff led by the Educational Psychologist, support children's emotional health and all staff are well trained in this area.

All stakeholders including governors are part of this process and supporting vulnerable pupils is part of our whole school planning and is integrated into all subjects and teaching practices. The children are at the heart of our decisions, and this is no different from our regular monitoring practices and leads to our high standards because inclusivity is built into everything, we do whether it is a school production, lesson practice or working alongside families.

Our curriculum is key; it is motivational, effective and has opportunities for all to learn through a variety of 'catch-up' or extension pedagogical infrastructures. We recognise that not all Pupil Premium pupils are socially disadvantaged, and many have a variety of gifts and talents. We focus on providing an appropriate and empowering pastoral curriculum and school environment to support all vulnerable pupils.

Our strategy for PP money fits into the wider picture of supporting all pupils including special educational needs or vulnerable children. Funds will be allocated on a needs analysis basis which will identify priority groups or individuals. Our Educational Recovery Programme has involved a whole school approach highlighting disadvantaged and non-disadvantaged children including the school's own 'catch-up' programme every Tuesday morning from 8am to 8.30am. The use of pupil premium money has a regular cost of additional staff in the classrooms e.g., three members of staff in most classes. A strong system of interventions including the teachers giving up an hour every week to support additional needs and a 1-to-1 tuition session with a focus on PP pupils.

Challenges

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

Challenge number	Detail of challenge <i>These barriers are not specific to all PP children. We consider all children on an individual basis and provide bespoke interventions/support where necessary</i>
1	Financial evaluations at Braywood suggest that there are a lot of working families at our school who work hard but do not reach the Pupil Premium threshold. Nevertheless, there is a need to support our parents with only a limited amount of Government funding.
2	<p>The vast majority of or PP pupils at Braywood have a special educational need e.g., 100% during 2021-22 and 66% during 2022-23 and 50% in 2023-24</p> <p>a) Entry data at Braywood suggests that there is a significant need to support children's speech and language skills on entry to school. This is apparent in the workload of the speech and language support assistants and the greater needs of the children.</p> <p>b) In addition, children are entering school with poor coordination skills and unable to hold a pencil or write their name. This is a growing trend.</p>
3	<p>Opinions of teachers, parents and pupils report an increasing need to support children's levels of anxiety, low self-esteem, and well-being. This can impact on peer-to-peer relationships in school, attitudes towards learning and the overall mood of a family. This is more apparent in our disadvantaged families.</p> <p>Work on areas of self-regulation and zones of regulation.</p>
4	<p>Recent years have introduced the needs of Covid 19 and how to support (not only learning at home) but the need for a national 'catch-up' programme. All PP pupils (and SEND) pupils attended school throughout Covid but there are still some gaps in the children's learning.</p> <p>In combination to this school absenteeism compounds the challenge.</p> <p>Although our standards remain high there are pockets of need or reduced percentages of children exceeding targets.</p>
5	<p>Teachers' observations suggest that there is a reduction in the support received from home. This is a challenge for 'working' families, single parents, and PP families.</p> <p>Some families do struggle to support their child at home (or even agree that is part of their role as their child's main educator) with homework, reading etc which can often lead children to fall behind their peers. Many PP pupils refuse to do their homework.</p>

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>Consolidate on learning missed through Coronavirus (2020-2025)</p> <ul style="list-style-type: none"> Continue to put in place the Government's catch-up programs (together with the school's interventions) whilst being mindful of our specific PP pupils' needs. (NTP just for PP pupils and school interventions for whole school). Implement additional timetable and staffing structures which keeps children inside Covid restrictions where necessary. To put in place a supportive 'return to school' emotional package and offer support where needed to staff/pupils including screening the children. 	<p>To maintain our usual standards and have no indication that present circumstances impacts every child's education.</p> <ul style="list-style-type: none"> To have a curriculum /and staff structures which is effective and allows for all these catch-up programs to run efficiently. To focus on PP pupils and their progress since Covid 19. To be successful all disadvantaged pupils' academic standards will be the same as non-disadvantaged. To constantly review the safety of the pupils and effectiveness of teaching / learning during a persistent pandemic.
<p>Narrowing the attainment gap to the PP pupils to the non-core PP children</p> <ul style="list-style-type: none"> Review the impact of our 'catch-up' groups to level up the attainment standards with reduced staff especially if there was increased absenteeism. Review of the children with PP or PP6 SEND and Service on a termly basis using our Provision mapping to highlight need Increase the interventions during the first year of school by targeted language support including Nuffield Language Intervention, ELKLAN trained staff etc. Upskill our new teachers alongside maintaining the skills of all teachers. 	<p>At present the attainment for PP is 100% and the rest of the school is 90%</p> <p>That children feel that they can achieve alongside their peers and that they can vocalise that any barriers have been removed.</p> <ul style="list-style-type: none"> That the children make accelerated progress and that they feel that they are making progress. That the reduction of staff does not impeded this situation. That we can see the impact of educational pedagogy, training opportunities and increased early intervention initiatives to eliminate some of these barriers.
<p>Continue the training for staff on mental health and wellbeing through EP services.</p> <ul style="list-style-type: none"> To maintain annual mental health training through the Educational Psychological Team. Work on Zones of Regulation to help the children monitor their emotions across the year with a project that involves the staff and parents. 	<p>Greater depth of understanding of all staff from the perspective of the pupils and to better support their learning in class.</p> <p>A greater understanding of attachments and how this can impact for our parents in school.</p>
<p>To create a sensory /nurture room for the younger children</p> <ul style="list-style-type: none"> Apply for funding from the Lottery to see if we can build a space where children can regulate their emotions. 	<p>A space where all children can regulate their emotions in a calm space with suitable resources.</p>

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to investigate an aspect of wellbeing/mental health to ensure a deeper understanding.	a. To ensure that staff understand the Zones of Regulation and are able to use this as a common language. b. Parents are trained in an understanding of these zones which will be reflected in our policies and induction paperwork. https://www.afcvirtualschool.org.uk/attachments/download.asp?file=155&type=pdf	1, 2, 3, 4, 5 Whole teaching staff and parents at school
Leadership focus to ensure the curriculum is still meeting the needs of all.	a) Subject leadership lead changes to every subject highlighting a recall statement. b) Coaching programme linked to a teacher's CPD Using the Ofsted Inspection findings to review the in the impact of a curriculum. https://www.gov.uk/government/publications/inspecting-the-curriculum	1, 2, 3, 4, 5 Whole teaching staff at school.

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain usual intervention groups across the whole school ¾ hr per week per class.	Previous evidence from teachers that if a teacher highlights a small group of pupils every term that needs intervention to keep them up with the rest of the class. Small group tuition Toolkit Strand Education Endowment Foundation EEF Evidence that teacher led interventions make substantial impact from Endowment toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 4, 5 Whole class intervention to targets all pupils including PP and SEND.

Additional Early Language support for ¾ hr support for classes with greatest need	Additional support for SALT in Year 1 where there is a greater speech and language need through ELKLAN trained teacher using Nuffield programme https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Use our 'catch-up' programmes to support SEN and PP alongside low achieving pupils.	Use the 'catch-up' programme to support all pupils. Including PP. https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp One to one tuition EEF educationendowmentfoundation.org.uk	4

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

Budgeted cost: £1,000

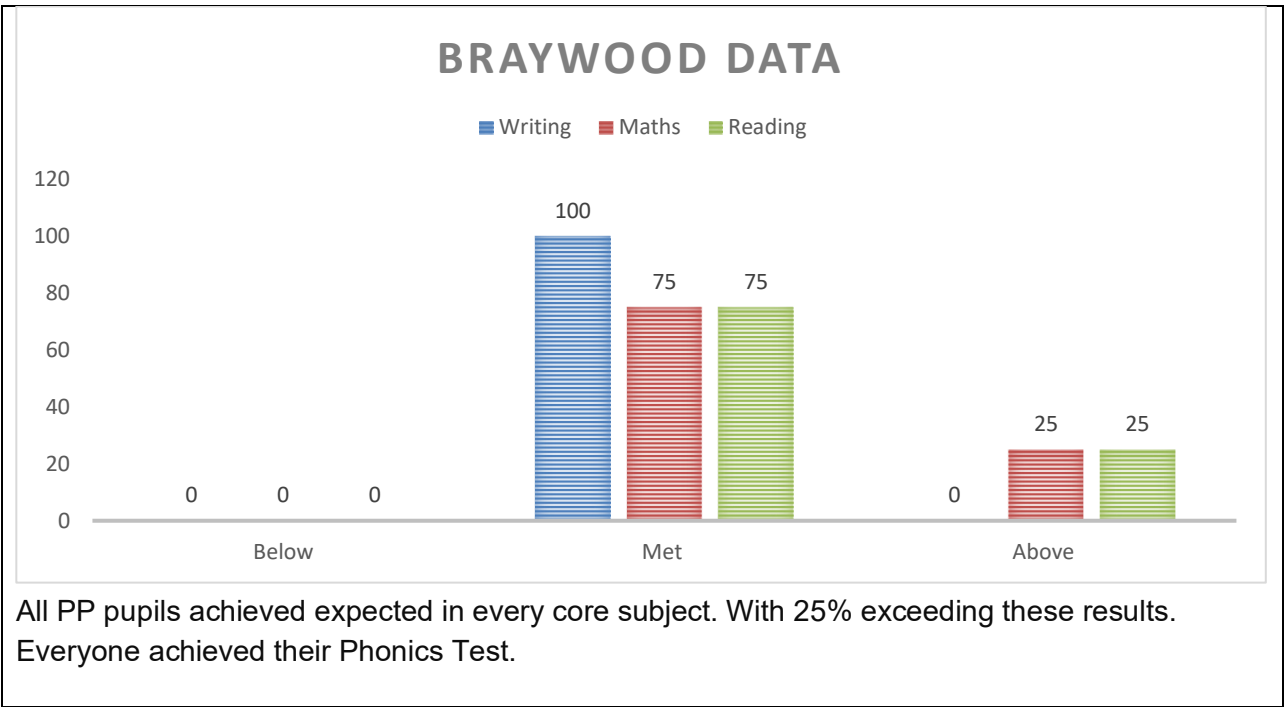
Activity	Evidence that supports this approach	Challenge number(s) addressed
We aim to support children who struggle to leave their parents for one reason or another or who have SEND/medical needs.	Although our attendance is good, we want to explore another aspect of children's mental health for 2025 which has been ongoing for the past 7 yrs. Through attachment theory understand more about the causes of children's anxiety and frustrations and how they develop the resilience to leave their parents who can (in some cases) be very protective. Training led by EP services. https://www.nhs.uk/conditions/baby/babys-development/behaviour/separation-anxiety/	3
Support the need to regulate behaviours by creating a nurture space. This will cost £32,000	Through the EP services build upon our work on nurture to establish a sensory space for children with emotional needs and children with autistic needs. Try to establish some funding to support this space. https://www.childrenscommissioner.gov.uk/2021/01/28/damage-to-childrens-mental-health-caused-by-covid-crisis-could-last-for-years-without-a-large-scale-increase-for-childrens-mental-health-services/	3, 4 Addresses whole school in relation to the pandemic

Total budgeted cost: £10,000

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 2024-25 academic year.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Whole school 'catch-up' from 8am to 8.45am.	School provider
EP and Early Help Services from the borough	RBWM