

Pupil premium strategy statement – Braywood C of E First School

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	121
Proportion (%) of pupil premium eligible pupils	4 (3.3%)
Number of Service Premium Children	5
Proportion (%) of Service Premium Children	5/121
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)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Annie Cole
Pupil premium lead	Annie Cole
Governor / Trustee lead	Anne Farley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2146.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium Funding	£1700
Total budget for this academic year	£3846.25

Part A: Pupil premium strategy plan

Statement of intent

'At Braywood C of E First School, 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'. We believe that all children should be given equal opportunities to reach their full potential. Our 3-year plan aims to close the gap between disadvantaged and non-disadvantaged children at our school, with a review of the previous year annually. In addition, this funding will be used to support the emotional wellbeing of our children which as a result, aims to improve academic outcomes. Involving all stakeholders in the analysis of data will ensure they are fully aware of the children's strengths and needs. Service premium has also been used to provide teaching assistant support for service children.

On completion of the three-year plan, the school will create a new three-year strategy which will take into account any new guidance available.

Key Principles

To ensure that teaching and learning opportunities meet the needs of all the pupils

To ensure that appropriate provision is made for pupils who belong to vulnerable groups including socially disadvantaged children as identified by the school

Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

For all disadvantaged children to meet Age Related Expectations

For disadvantaged children to develop into confident, resilient, independent learners

To provide a nurturing environment through which the children have the opportunity to develop their emotional intelligence

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication Skills Entry data at Braywood indicates that there is a significant need to support children's speech and language skills in addition to poor coordination skills (both fine and motor skills).
2	Pupil premium children underperform in relation to non-pupil premium children
3	Emotional Well-Being/ Behaviour We have an increasing need to support emotional resilience, independence, self-esteem and well-being, particularly in our disadvantaged children.
4	Parental engagement – Some families struggle to support their child at home with homework, reading etc. which can cause children to fall behind their peers.
5	Attendance – pupil premium attendance is currently significantly lower than the school and national attendance data

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
Raised attainment of PP pupils and diminish attainment gap through accelerated learning to ensure PP pupils make the expected progress	PP children working at the expected level of attainment for their age group Children receive quality first teaching
Improved language skills, especially spoken language and comprehension skills	PP children show significant progress in their comprehension skills. Improved oracy skills with an enriched vocabulary
PP children have greater emotional resilience and are better equipped to deal with a variety of situations both socially and academically. They demonstrate positive behaviours to learning.	Children can recognise and express their emotions and use the zones of regulations to self-regulate. They demonstrate positive behaviour in school both in the classroom and at break and lunchtime Wellbeing questionnaire to evidence children's happiness
To financially support Pupil Premium children to attend extra-curricular clubs and schools trips or visits.	Funding used to ensure PP children are not excluded from accessing the whole curriculum including trips and workshops throughout the year. Attendance of trips and clubs evidences PP children's participation
Pupil Premium attendance is in line with national and school attendance	Attendance data shows no significant difference.

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil premium children are identified by all class teachers to ensure provision has been made for them and their needs</i>	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	1,2,3
<i>All classes have an allocated Teaching Assistant for core learning time to support English and Maths</i>	There is good evidence that TAs can provide noticeable improvements to pupil attainment. https://educationendowmentfoundation.org.uk/networks/eef-regional-support/campaigns/making-best-use-of-teaching-assistants	1,2

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

Budgeted cost: £846.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention groups for identified PP children</i>	This is part of the graduated response: assess, plan, do, review as outlined in the SEN code of practice. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Evidence shows that small group intervention enables children to keep up with the class https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3

<i>HTLA employed to ensure maximum impact in English and Maths and Speech and Language trained TAs</i>	EEF Toolkit – ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives’. EEF Toolkit – oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress’ and that ‘approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment’.	1,2,4

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

Budgeted cost: £500.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identified pupils to receive ELSA/Nuture support</i>	Behaviour and emotional well-being affect learning	3,5
<i>Monitoring of attendance for PP children</i>	Poor attendance is linked to poor attainment.	3,5

Total budgeted cost: £3846.25

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year all Pupil Premium children met the age-related expectations for reading, writing and maths.

Attendance was 85% compared to the School's average of 94.5% and the national average of 93.1%

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
Educational Psychologist Service from the borough	RBWM