

Pupil premium strategy statement – Bream C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	186
Proportion (%) of pupil premium eligible pupils	35%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicky Brice
Pupil premium lead	Nicky Brice / Lucy Nelmes
LAC Member / Trustee lead	Matt Creed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,535

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Our intention is that all pupils make good progress, no matter what barriers they face or background they are from. We aim for children to achieve and to make good progress in all areas of the curriculum. The focus of this strategy is to support those from disadvantaged backgrounds to reach their full potential, even those who are already high achievers.

Pupil Premium funding is aimed at supporting those from disadvantaged backgrounds to make good progress. We recognise that children who are young carers or who have support from outside agencies, such as social care, may also need additional support and this plan is also to support children from these groups.

‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment’ (EEF, High quality Teaching, Maximising Learning). We recognise that quality first teaching is the most important factor in all children making progress and that disadvantaged children require the most support in school. Pupil Premium funding aims at supporting teachers to deliver high quality teaching to ensure pupils receive the best education. This approach will benefit all pupils and ensure non-disadvantaged children also sustain and make progress.

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, including same day intervention*
- 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	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives (EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) 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 are.
2	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. Sensory needs have a huge impact and we understand that pupil's from various backgrounds, including those who are disadvantaged, benefit from increased movement and opportunities for their sensory needs to be met.
3	Our attendance data over the last 3 years has shown improvements, however 23% of our disadvantaged pupils last year were still persistent absentees compared to 13% non-disadvantaged.
4	Assessments and observations triangulated with book looks and pupil voice indicate that writing attainment for all pupils, including our disadvantaged pupils is an area, which needs focusing on with 48% of disadvantaged pupils achieving age related expectation in 2023/24.
5	Assessments and observations triangulated with book looks and pupil voice indicate that reading comprehension and attainment among disadvantaged pupils is an area, which needs focusing on with 48% of disadvantaged pupils achieving age related expectation in 2023/24.
6	Limited cultural capital / opportunities to support our disadvantaged to experience enrichment opportunities due to their individual circumstances, socioeconomic factors, rurality of location and limited local infrastructure needs to be a focus.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes improving for our disadvantaged pupils.
Sustainment of improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. High quality training and CPD in place to support staff to sustain improvements and change.	Pupil surveys and pupil voice reflect a positive outlook for well-being. My Happy Minds, fully embedded by all and supporting pupils to understand emotions and feelings. Young Minds Matter referrals support pupil's individual needs in a timely manner. Staff all trained to fully support all SEMH needs.
To achieve sustained improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of identified disadvantaged pupils increases and the gap narrows. A reduction in the percentage of persistent absentees.
Improved writing attainment among disadvantaged pupils.	Gap will close in progress made between disadvantaged and non-disadvantaged.
Improved reading attainment among disadvantaged pupils.	Increase in reading ages for all pupils, including those who are disadvantaged.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Pupils understand how to self-regulate and are able to learn. Increased attendance in school run clubs. Pupils have experience of specialist teachers who can nurture and develop talents.

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: £29481.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
funding has been allocated to purchase standardised diagnostic assessments, enabling more accurate identification of individual pupil needs and informing targeted support strategies.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF To ensure these assessments are used effectively, staff will receive ongoing training focusing on correct interpretation and detailed analysis of the data. This will enable targeted support for individual pupils as well as strategic planning for groups, ensuring interventions are evidence-based and impactful.	1, 4, 5
Funding continues to support the employment of a qualified teacher in a Teaching Assistant role, working with small groups and individual pupils to accelerate progress in reading, writing, maths, and phonics. This targeted intervention is aimed	Early intervention is fundamental for success. The aims of employing a Teacher is to provide well-qualified support for students to become independent learners. This supports pupils to close any gaps.	1, 2, 4, 5

at closing attainment gaps and ensuring rapid catch-up for those who need it most.		
Continue to teach with full fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. On-going training to be provided to all staff.	‘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’ Phonics Toolkit Strand Education Endowment Foundation EEF	1, 5
Ensure all pupils are appropriately challenged in reading, writing, and maths. Staff provide scaffolding and pre-teaching strategies to enable all children to fully access the curriculum and engage with learning at a high level.	Pre-teaching enables children to have a ‘practice run at the skills required for the lesson.’ Miller, 2006, which can build knowledge upon further during the lesson. Vygotsky’s theory is that scaffolding focuses on a student’s ability to learn information through the help of a more informed individual. When use effectively, scaffolding can help a student learn content they would not have been able to process on their own.	1, 4, 5
Improve the quality of social and emotional (SEL) learning. Organise further whole school training/CPD around developmental language disorder, sensory needs in the classroom, SEMH – anxiety in the classroom, emotionally available adult and gestalt language processing and Emotionally Based School Avoidance (EBSA) SEL approaches used routinely in all	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 6

educational practices, supported by professional development, and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6449.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of teaching and learning is carried out through learning walks, lesson observations, book scrutiny, pupil voice, and informal feedback. Core subject leaders lead this process with support from the Senior Leadership Team to ensure consistency, impact, and continuous improvement.	Regular learning walks focus on the teaching standards, including that teachers must 'be accountable for pupils' attainment, progress and outcomes'. These allow an opportunity for the subject leaders, along with other SLT members as appropriate, to hold supportive conversations and explore individual children's performance in all subjects. Challenge can be made and suggestions of ways to support progress further. This collaborative way of working ensures no child is left behind due to regular monitoring, where professional challenge and discuss, as well as ensure rigour throughout.	1, 4, 5
Ensure staff are trained in EYFS to deliver Early Talk Boost. Use a trained a TA to deliver high quality speech and language interventions. Use Speech and Language Link for formal assessments.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Research into the impact of the NELI programme found that: Early Talk Boost is a targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers. After Early Talk Boost: • Children make statistically significant progress in their early language development. • On average, children make six months' progress after the nine-week	1, 6

	intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention. • 95% of parents felt that Early Talk Boost had made a difference to their children's language and communication. Parents felt they had learnt something by being involved in the programme, and would change how they talked to their child. 76% of children said that they were happy telling stories (compared with 31% before the intervention).	
Full fidelity to the Government recommended phonic scheme, Little Wandle. On-going training planned.	Same day intervention – Little Wandle. This is to be used to ensure no child is left behind. Catch up same day intervention in small groups or 1-1 to be used as planned for through the Little Wandle programme. Teachers are responsible for ensuring an intervention is having an impact for an individual child and should look to change it ASAP if not effective for the child. The Government have highlighted the importance of having fidelity to the chosen scheme but close monitoring of impact will be in place. We recognise that some interventions will not suit some children and therefore, we have a selection available to use for a variety of learning styles. The SENDCo and specialist assessment teacher is available to provide support for teachers on the most appropriate intervention for individual children. This may be necessary for those working several years behind their peers. KS2 interventions: Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers," Chief Exec EEF, Professor Becky Francis 2021	1, 3, 4, 5

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

Budgeted cost: £68,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Funding continues to support the employment of a Family Support Worker for three days a week. Acting as our attendance champion, they work closely with the ELSA Listening Post to provide targeted support for children and families around social and emotional development, parenting challenges, and attendance improvement.	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. (EEF SEL Wellbeing and mental health) There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. Children who are disadvantaged will have good attendance. Good attendance increases a child's academic success and improves their chances to earn higher pay in their careers.	1, 2, 3, 6
Continue to reduce persistent absents across the school. Maximise the use of supportive strategies to ensure compliance with attendance expectations, e.g. work with Family Support Worker, home school contracts, rewards, incentives and, if necessary, use of AIMS Rigorously monitor the attendance across the school, inclusion of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully. Ensure whole school accountability for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years).	The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.	2, 3

To enhance pupils' cultural capital by providing a breadth of experiences. Ensure the curriculum is balanced and carefully sequenced, and the topic curriculum allows opportunities for cultural development. Ensure all disadvantaged children have the opportunity to partake in subsidised experiences. Experience days/ trips linked to curriculum and enhancing learning. Trips – year groups to plan real experiences for pupils. – to enhance learning.	(EEF T&L toolkit: Outdoor adventure learning +4) Allow pupils to participate in visits, both virtually and in school, which build on skills and knowledge from topic lessons. Provide enrichment opportunities for disadvantaged pupils through subsidised places in extracurricular clubs so they have access to a wide-range of experiences and opportunities, which nurture different skills and talents. Have themed curriculum days to deepen children's understanding of specific topic areas	1, 2, 6
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Total budgeted cost: £104,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory end of 2024 year data shows:

EYFS - 72% achieved GLD, 2/7 (29%) PP compared to 15/16 (94%) non-PP.

Year 1 Phonic screening check – 24/30 (80%) passed, of those 8/10 PP children (80%) compared to 16/20 (80%) non-PP.

Year 2 Phonic re-takes – 12/14 (86%) PP children have now passed compared to 14/16 (88%) non-PP children.

KS2 SATs – Reading 9/17 (53%) achieved ARE+, of those 4/10 (40%) PP children.

Writing 12/17 (70%) achieved ARE+, of those 7/10 (70%) PP children.

Maths 11/17 (65%) achieved ARE+, of those 7/10 (70%) PP children.

Internal assessment data from Year 1 to Year 6 indicates progress among Pupil Premium pupils, particularly in maths, where the proportion achieving age-related expectations (ARE+) increased from 79% at the start of the year to 85% by year-end. In writing, progress was more modest, rising from 40% to 46%. However, outcomes in reading and writing for disadvantaged pupils remain a concern and will be a key focus moving forward to ensure improved attainment and accelerated progress in these areas.

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
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

There are high levels of SEND needs at Bream C of E School with over 1/3 of the school being identified as having additional needs.