

Pupil premium strategy statement – Brimscombe C of E Primary 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	101
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Nicola Brown, Headteacher
Pupil premium lead	Nicola Brown
Governor lead	E Van-De-Venter T Yates-Round

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,455.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

At Brimscombe C of E Primary School, we are committed to ensuring that every pupil, regardless of their background or barriers to learning, has the opportunity to achieve their full potential. Our Pupil Premium Strategy is designed to provide targeted support to our disadvantaged pupils, helping to close the attainment gap and promote equity within our school community.

*Our school vision, **'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do'** motivates us to prioritise the well-being and learning of all children, despite their situation or circumstance. By doing this, we ensure that children have made good progress and are fully ready for their next phase of life.*

We have high standards for all who attend our school, and we believe that every child can reach their full potential with excellent teaching, productive and meaningful engagement with parents, and a tailored approach to each child's requirements. We use a range of strategies that are often unique to the child to ensure that their needs are met, meaning they can learn more successfully.

Impactful interventions are sometimes used at a whole school level, not just for those eligible for Pupil Premium. Some specific interventions have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

Leaders at Brimscombe C of E Primary School are fully committed to ensuring that all children, including those who are disadvantaged, able, gifted and talented, receive teaching which is at least good in every lesson. We do our very best to make sure that disadvantaged children who have 'fallen behind' those with similar starting points, receive frequent interventions and daily support so they can make good progress.

Funding is allocated within the school budget by financial year. This funding enables us to plan interventions, resources and time according to what our children need, with particular focus on children in receipt of Pupil Premium. We analyse data and make good use of research to inform our decisions about how the funding is allocated. Expenditure is reviewed, planned and implemented by academic year.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows us that 46% of children who are eligible for pupil premium are <u>persistently absent</u> (10% or more sessions missed) and 20% are at risk of persistent absence (5-10% sessions missed) These children come from KS1 and KS2.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulty with <u>reading</u> than their peers. Our attainment data reinforces this statement and tells us that 40% of pupil premium children are well below or below in reading.
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with <u>writing</u> than their peers. Our attainment data tells us that 60% are well below or below in writing.
4	Internal and external assessments indicate that <u>maths</u> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 36% of disadvantaged pupils are well below or below in maths across KS1 and KS2.
5	Our observations have indicated that disadvantaged children have less access to enrichment opportunities than their peers.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> the overall attendance percentage for all pupils being more than 95% and the attendance gap between disadvantaged pupils and their peers being reduced. The percentage of all pupils who are persistently absent being below 15% and percentage of disadvantaged pupils who are persistently absent reduced to 20%.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that 75% of disadvantaged pupils met the expected standard.

<i>To provide enrichment opportunities for disadvantaged pupils across all year groups.</i>	<i>All disadvantaged pupils will have access to an enrichment opportunity by the end KS2.</i>
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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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved high quality teaching for all pupils.</i>	<i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for disadvantaged pupils. EEF 5-a-day research – Explicit teaching; Engage-I do-you do-we do; lesson design. Teacher/TA CPD sessions alongside other schools.</i>	1,2,3,4

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
<i>Supporting children who are working towards the expected level – TA support.</i>	<i>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TA's input should complement (rather than replace) high quality provision from the class teacher.</i>	2,3,4
<i>Implementation of new writing framework and handwriting scheme</i>	<i>Evidence showing that pupils lack age- and phase-appropriate compositional skills, accurate spelling, and legible and fluent handwriting would support this action</i>	2,3,4

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

Budgeted cost: £3,000

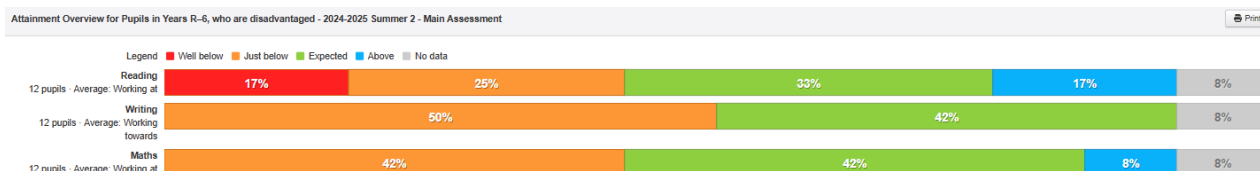
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Using PP funding to pay for enrichment activities to support the wellbeing of disadvantaged pupils.</i>	<i>Extra curricular activities are important. These approaches may increase engagement in learning and this could lead to improved outcomes.</i>	1,2,3,4,5

Total budgeted cost: £23,000

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.



For the year 2024-25, 42% of our disadvantaged pupils were below the expected level in reading. 33% achieved the expected standard.

For the year 2024-25, 50% of our disadvantaged pupils were below the expected level in writing. 42% achieved the expected standard.

For the year 2024-25, 42% of our disadvantaged pupils were below the expected level in maths. 42% achieved the expected standard.

Based on the information above, the performance of our disadvantaged pupils did not meet expectations.



For the year 2024-25, 27.3% of disadvantaged pupils were persistently absent and 63.6% were at risk of persistent absence. 9.1% had good or excellent attendance.

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