

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Braiswick Primary School
Number of pupils in school	409 (as of Oct 2025)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 Year aims)	2024-2027 (Year 2)
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Claire Russell
Pupil premium lead	Carla Lillicrop
Governor / Trustee lead	Heather Kinzett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,917
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	£106,917

Part A: Pupil premium strategy plan

Statement of intent

At Braiswick, it is our aim to ensure that children are able to thrive in school and become valued members of the local and wider community. Our ultimate objective is to provide all of our children with a high-quality level of education which improves their life chances and choices, irrespective of their socioeconomic background. Our aim is for our curriculum to be ambitious and a powerful tool to address social disadvantage, promoting social mobility. Through a focus on the big ideas and opportunities to develop their cultural capital, our children can become active global citizens.

Our Pupil Premium strategy focuses on high-quality teaching first and foremost and we invest heavily in CPD pathways for our staff which are underpinned by the latest research; we focus on long-term implementation strategies. This year our school priorities are focusing on evidence informed practice and strong professional development around teaching pedagogy. Underpinning these values is the strong belief that it is our duty to ensure that all of our pupils become strong readers and communicators so that they are able to read to learn and articulate themselves clearly and effectively.

We aim to provide a holistic education and our curriculum includes a strong focus on learning behaviours which also support children with their social, emotional and mental health so that they are ready to learn and thrive in class. Children are equipped with self-regulation strategies so that they become next stage ready. Additionally, we explicitly teach metacognition and visible learning strategies so that children have the characteristics and traits that will make them lifelong, successful learners.

We aim to take a learning led approach rather than label led and make decisions based on assessments not assumptions. We strongly believe in inclusive approaches and both our curriculum and pedagogy endeavour to provide equity for all our pupils based on their individual needs. Children are seen as individuals rather than one core group; all staff members value the importance of building successful and trusting relationships and get to know our children and their families well so that any barriers to learning are identified early on and so that all children can succeed and have high aspirations. We take a wider view of the term 'disadvantaged': these can include but are not limited to those attracting PPG funding, mobile pupils just joining us, those who have had medical absences, those open to support from outside agencies including social care and pupils of Service Personnel.

Our school celebrates our diversity and values that everyone is different and everyone is welcome. All members of the Braiswick family belong here.

Challenges

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

Challenge number	Detail of challenge
1	SEND and PP link – almost half of our pupil premium children also have a SEND need.
2	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
3	On entry, a high proportion of children have limited speech and language skills which includes limited vocabulary. Observations suggest that children struggle with poor oral communication skills and find it difficult to articulate their ideas. 28% of our pupil premium children have identified speech and language needs.
4	Almost half of our disadvantaged children have experienced trauma and/or have recognised safeguarding concerns and have limited support within wider families.
5	Internal and external assessments show that a significant amount of our disadvantaged children struggle to achieve expected standards in writing. Pupil voice shows that children find writing difficult and don't always enjoy it.
6	Our overall attendance in 2023/24 was above the national average with an average attendance of 96%. Attendance of our Pupil Premium children is slightly lower at 93.5%. This is particularly noted in late arrivals. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress and we know what goes on in the classroom on a daily basis makes the biggest difference to our children so we will always strive for excellent attendance for all.
7	We have a high percentage of mobility as a school and many of our PP children have attended at least 1 other school.

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
Improve children's oracy to enable them to be able to articulate their ideas and communicate effectively	Through engagement with the voice 21 framework children will have a clear understanding of the oracy framework and be meeting age expectations Teacher and school benchmarks will be met Talk in classrooms will be exploratory meaning that children will share and deepen their thinking
The sensory environment will meet the needs of our SEND pupils enabling them to regulate effectively enabling them to access their learning.	SEND pupils will make progress towards their one plan outcomes Children with SEND will be comfortable in the school environment – this will be apparent through less dysregulations and pupil voice. Wren's den will be used effectively to support more of our SEND children.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Termly pastoral and behaviour reviews will show improvements with individual children. Parental feedback recognises that the school supports the family well and from this the children achieve well and meet age related expectations. An increase in participation in enrichment activities
Improve attainment in core subjects especially in writing.	All teaching will be consistently good and PP children who do not have a cognitive SEND need will achieve in line with their peers. The difference in attainment between PPG and Non-PPG children will narrow and attainment will continue to increase above national averages. Assessment (both formative and summative) will quickly identify what the children have learnt and any gaps so that teaching can be adapted to ensure children keep up rather than catch up. Mobile children new to the school will be assessed promptly. Intervention and catch-up strategies will show an increase in progress through baseline and end assessments. NFER scores and reading fluency assessments will show sharp upwards trajectories for pupils entitled to PPG.
Improve GLD for PP pupils so that they have the foundational learning ready to begin the national curriculum with a particular focus on number.	The percentage of PP children achieving GLD will increase.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance of PP children will be in line with non-pp children. Late code marks will decrease Parent surveys will show that they are engaged in their child's learning and feel supported by the school.

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.

Key – Year 2025-2026 Teaching (for example, CPD, recruitment and retention)

*Additional activities for the year 25-26

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Strong induction process for new members of teaching and support staff	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils "https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1,3,5,7

Quality CPD for Teachers and support staff (Developing reading, developing spelling, OTP, NPQ's, Subject updates, Voice 21, Maths Hub EYFS, Phonics support from Trust lead) Targeted support for early career teachers that focuses on their areas for development. (ECT framework) A focus on Kagan structures to increase active learning opportunities and collaboration. A focus on Task design – ensuring that all activities are carefully designed to meet learning objectives. A focus on developing 'Better basics' which will support teacher's pedagogy for the most effective learning. Develop a lesson evaluation toolkit with staff to have a shared understanding of what makes effective teaching. Timetabling of lessons to ensure a fair and consistent approach which supports all learners with routines.	EEF Pupil Premium Guidance (2015) p.9 "Survey data revealed a clear correlation between outcomes for all pupils and out-comes for Pupil Premium pupils." Spotlight on Disadvantage, National Governance Report key findings (2019) Research by the Education policy institute and Ambition Institute found positive correlations between effective staff CPD and increased pupil progress. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) Bruce Robertson – The Teaching Delusion 'A clear and shared understanding of what makes great teaching is essential to improving the quality of teaching in classrooms and schools.'	
Voice 21 Oracy Project (3 years) – focus on developing classroom practise to learn to talk. Year 2 focuses on Elevating classroom practice – a focus on progressing through the oracy framework and disciplinary oracy.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Oral language interventions EEF (educationendowmentfoundation.org.uk)	3,5,7

External Trust support to evaluate, monitor and refine our phonics scheme. Provide CPD to all teachers and LSA's in both whole-class teaching of phonics and interventions.	EEF Improving Literacy in KS1 recommendations: Consider the following when teaching a phonics programme: — Training: ensure all staff have the necessary pedagogical skills and content knowledge.	1,3,5
Writing for Pleasure Centre training, staff CPD – refine our teaching of writing to embed the 14 principles of effective teaching of writing. Following whole school training all teachers will deliver the WfP approach within writing lessons. Whole school residency for ongoing training. Drawing club in EYFS and Year 1 to increase motivation to write.	Children and young people's writing is at a crisis point. In 2023, only 1 in 3 (34.6%) children and young people aged 8 to 18 enjoyed writing in their free time. Overall, there has been a 26% decrease in writing for enjoyment since 2010 (Clark et al., 2023). The Impact of Writing for Enjoyment Programmes National Literacy Trust A writing for pleasure (and attainment) crisis declared by the National Literacy Trust – The Writing For Pleasure Centre (writing4pleasure.com) Writing for Pleasure Centre – The writing map and evidence informed writing teaching Ross Young and Felicity Ferguson The Writing For Pleasure Centre – – promoting research-informed writing teaching	2,5
Reasonable adjustments within teaching (ordinarily available) Wren's Den has been set up as a specialist learning environment to support the regulation of the most complex children, some of which have multiple vulnerabilities such as SEND and PP	The OA is a thorough collection of recommendations that will help all pupils flourish and learn. It brings together best practice from across Essex schools, and is underpinned by psychology, research and teacher experience. The OA has a particular spotlight on SEND and Disadvantaged as data in Essex shows that these pupils are not yet achieving well enough Ordinarily Available Inclusive Teaching Framework Sept. 2023 (all pupils).pdf	1,2,4,5,6
Professional Learning – adaptations to both pupil progress reviews and performance management. Strong focus on teaching pedagogy and lesson studies to continuously improve.		5,7

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Precision teaching training for small group interventions</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) What is Precision Teaching: A Guide for Primary School Teachers (UK) (edpsych.co.uk) The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.	1,3,5,6,7
<i>Boxall Profile Diagnostic assessment and Intervention (SEMH)</i>	CMH0087 - Evidence on Children and young people's mental health—the role of education (parliament.uk)	2,7
<i>Targeted interventions led by LSA's:</i> <i>Number stacks</i> <i>Herts for fluency reading</i> <i>Apples and Pears</i> <i>Power of ½</i> <i>Dancing Bears/Bearing Away</i> <i>Nessy</i> <i>Intervention timetable shared between key stage support staff so that staff are trained effectively and lead in their intervention</i>	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,5,6,7
<i>AFALS – diagnostic assessment for literacy difficulties</i>	The Dyslexia Debate, Elliott and Grigorenko (2014) EEF Guidance reports	1,2,5,6,7

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

Budgeted cost: £111800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer: An attendance company have been commissioned to drive up attendance as there is a	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: · approaches and programmes which aim to	2,4,6,7

correlation between PP and poor attendance	develop parental skills such as literacy or IT skills; · general approaches which encourage parents to support their children with, for example reading or homework; · the involvement of parents in their children's learning activities; and · more intensive programmes for families in crisis.	
Pastoral Team As PP pupils are disproportionately represented in our mobile group, the school is investing in support for mobile children. This includes a contribution to a pastoral team who are responsible for providing: • Early identification of issues such as safeguarding, SEMH and Speech and Language needs.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. 'Strong pastoral care is a foundation of a successful strategy to address disadvantage.' (Addressing Educational Disadvantage – The Essex Way: Marc Rowland)	2,4,5,6,7
<i>Forest School:</i> This initiative contributes to language development, creativity, knowledge and understanding of the world, wellbeing and attendance which in turn impacts on standards. To support the language, well-being and cultural capital of targeted PP children with emotional needs and all classes including PP	Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development (Murray & O'Brien, 2005). Case studies have shown children can: • Develop self-regulation skills. • Cope with and learn from failure. • Build resilience (the skill of coping with risk and failure). • Gain a sense of achievement. • Increase motivation and concentration. • Improve problem solving. • Expand their vocabulary and communication skills. • Feel empowered and have new perspectives. • Build positive relationships with adults and peers. • Have overall improved wellbeing and mental health This study explored the suggestion that, for disadvantaged children, wellbeing through outdoor learning is important in improving school-readiness and achievement (Dillon & Dickie, 2012).	2,3,4,6,7

OPAL – Maintain Platinum Status (£300 OPAL College Membership)	There are currently widespread and legitimate concerns for the well-being of children in the UK As the Conservatives' (2008) Childhood review highlights, the UK was ranked bottom out of 21 of the world's richest countries in terms of child well-being in UNICEF's child well-being league table (UNICEF, 2007). There are well-reported concerns about children's health (both physical and mental), obesity, lack of independence, and more besides (Lester and Russell, 2008, 2010). Central to these concerns about the condition of childhood is the decline in opportunities for children to find time and space for play. Prominence is generally given to adult-organised and purposeful activity which may run counter to children's desire to play with peers in spontaneous, opportunistic and unpredictable forms. Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme	2,3,4,6,7
<i>Child First</i> To provide access to speech and language therapist, family support worker and a variety of counselling opportunities to overcome barriers to learning related to emotional and social issues.	<i>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community</i>	2,4,6
Support with funding for school trips, music lessons, clubs, IT equipment and school uniform.	Cultural capital, teacher bias, and educational success: New evidence from monozygotic twins - ScienceDirect by MM Jæger · 2017 · Cited by 71 — Recent research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope	7
In school therapy dog to support SEMH needs	There is significant positive impact on child's wellbeing and learning behaviours after they have visited a therapy dog. Dogs at school: a quantitative analysis of parental perceptions of canine-assisted activities in schools mediated by child anxiety score and use case International Journal of Child Care and Education Policy Full Text (springeropen.com)	2,4,6

Total budgeted cost: £ 162,800

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 to 2025 academic year.

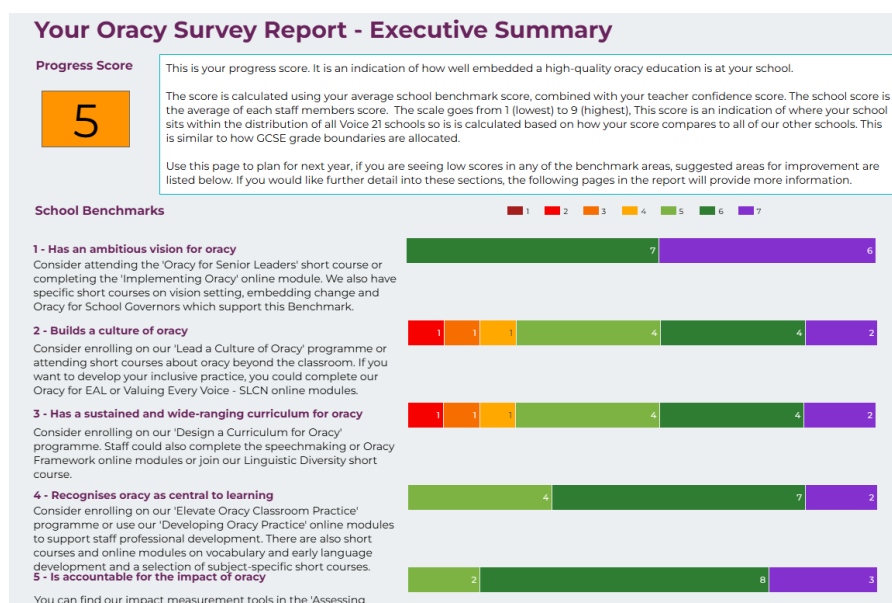
Spending area	Actual impact					
Results 2025						
EYFS GLD	Percentage Achieved					
All	67%					
PP (6)	50%					
Out of the 3 children who did not achieve GLD, 1 is PLAC and is progressing well and 1 is being assessed for SEND.						
Phonics Year 1	Percentage Passed Screening					
All	89%					
PP	85.7% (6/7)					
KS2 Outcomes	Reading ARE	Reading GD	Writing ARE	Writing GD	Maths ARE	Maths GD
All	80%	44%	70%	8%	79%	32%
PP	80%	10%	40%	0%	60%	10%
Combined RWM – All 65% PP 40%						
The national combined score for disadvantaged pupils (provisional) was						
Statutory and non-statutory data shows that the gap between PP children’s achievement and non-pp children is widest in writing. This supports our decision to make writing a school priority this year and we have invested in training from the Writing for Pleasure Centre. We have also released a teacher so that they have fewer class teaching commitments in order to support ongoing staff training, mentoring and coaching.						
Teaching	All teaching is consistently good as has been recognised internally and from peer reviews and Ofsted. Task design – teaching staff have been trained through a series of professional learning meetings in how to design learning tasks so that they improve outcomes and are learning					

rather than activity led. This has led to improved quality of outcomes across the foundation curriculum and children deepening their knowledge.

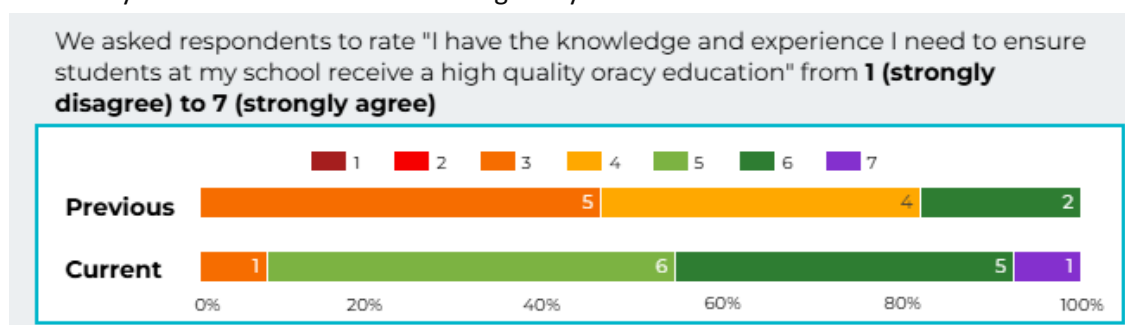
Pedagogy focus – last year we had a focus on ensuring that all children were active learners: cold calling, KAGAN strategies and a scaffolded approach to instruction (I do, we do, you do) – this focus on teaching pedagogy continues this year with a planned and structured professional development offer.

Oracy CPD – Year 1 of the Voice 21 project has led to an increase in staff knowledge and confidence with a progress score of 5 from baseline to end of year report. Staff report a substantial increase in their understanding of our vision for oracy and their accountability for

it.



Over the year staff confidence in teaching oracy has increased from 18% to 46%.



Through learning walks, classroom observations and pupil voice it is evident that children are learning to and through talk and that their skills to build on and challenge each other's ideas are increasing. This will continue throughout year 2.

Writing for pleasure CPD – following a successful trial year where the children both in years 3 and 4 reported higher levels on enjoyment for writing, we have now moved to whole school writing for pleasure pedagogy. The staff have all been trained in this approach and are now delivering WfP lessons. We have carried out baseline pupil voice and are monitoring the implementation.

Academic support	A review of the interventions happening across the school has taken place and we have selected research informed interventions to close gaps in children's learning. These are being tracked closely to ensure that children are making progress. Support staff have been trained on specific interventions and we have invested a lot of support to train year 1 staff to deliver specific phonics interventions which resulted in an increase in our phonics scores.
Wider strategies	Attendance last year dipped due to the need for more part time timetables. We are working with Aquinas, who alongside the attendance champion are supporting families with attendance. When this is not resolving the issue attendance contracts have been drawn up. Strong links with external agencies and inclusion partners means that we are working to ensure that those children on PTT are able to access school for a greater length of time. Our pastoral team work extremely closely with families and provide an induction process for our mobile children so that they can quickly identify needs and work with external agencies if required.

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
Writing for pleasure	Writing for pleasure
Voice 21 Oracy	Voice 21

Further information (optional)