

Bracken Leas Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Bracken Leas Primary
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs P Harwood Headteacher
Pupil premium lead	Mrs P Harwood
Governor lead	Mrs S Luxford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our key objective in using the Pupil Premium Grant is to ensure that there is **no achievement gap between pupil groups**. We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring the needs of children entitled to Free School Meals and children who are Looked After or Service children. Through targeted interventions and support, we are looking to **eliminate any potential barriers to learning and progress**, ensuring that children eligible for the PPG make **accelerated progress** towards age-related expectations. Pupil Premium funding is also used to provide **challenge, extend and enrich learning** for pupils who are high attainers, to ensure opportunities for achieving greater depth standards.

The potential barriers to learning and achievement vary depending on the individual needs of each child and the funding is allocated following a needs analysis, which identifies priority groups or individuals. This may mean that not all children will be in receipt of pupil premium interventions at one time. Our analysis of need focuses on four key areas:

- 1- Curriculum underachievement: access to the curriculum; attitudes and behaviour for learning; engagement in school; aspirations and motivation.
- 2- Social, emotional and behavioural needs: confidence and self-esteem levels; family support; personal barriers
- 3- Equal access to the wider curriculum: access to extra-curricular clubs; inclusion and access to sports and music
- 4- Family support: financial barriers; home support; inclusion on school trips and residential

Our strategy is also integral to the wider recovery for all pupils in education recovery with a responsive approach based on high-quality teaching and targeted intervention.

The Pupil Premium lead teacher tracks all children eligible for the PP grant monitoring their attainment and progress half-termly. Assessment information used for tracking includes summative test data- NTS; PIRA/ PUMA tests; SATs tests; Phonics RWI assessments. Individual provision adjusts accordingly in line with evolving needs: class teachers ensure that appropriate interventions and enrichments are planned and information is shared with parents. Governors also monitor the Pupil Premium Grant spending and the impact on pupil progress.

Challenges

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

Challenge number	Detail of challenge
1	July 2025 Assessment data shows lower attainment for disadvantaged pupils in Writing compared to Reading and Maths. More pupils achieved end of year targets in Reading and Maths.
2	July 2025 Assessment data shows slower progress in writing, compared to other subjects, for disadvantaged pupils.
3	Discussions with pupils and families have identified higher levels of anxiety in some pupils and low confidence. This has resulted in lower attendance for some individuals and low engagement in school and learning.
4	Lower attendance compared to all pupils: 2024-25 All pupils attendance 94.9% PP attendance 85.3%
5	Internal observations and discussions with pupils and families have identified an increase in social and emotional issues impacting on behaviour and positive attitudes to learning in school for some pupils.

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
Pupils from disadvantaged backgrounds achieve their academic potential and make excellent progress across KS1 and KS2 in Reading, Writing and Maths	<ul style="list-style-type: none"> • Pupils eligible for PP make progress in line with other pupils with similar start points and prior attainment. • No significant difference in attainment between pupils eligible for PP and their peers. • High attainers supported to reach potential with challenge and enrichment. • Regular monitoring through termly tracking of data. • Reporting to governors with impact of the strategy and adjustments made.
Increase in attendance for PP pupils	<ul style="list-style-type: none"> • Attendance gap closes • 94% plus attendance for PP
Targeted provision of pastoral support for PP pupils to improve confidence, self-esteem and well-being	<ul style="list-style-type: none"> • Opportunities to support social/ emotional development- Time to Talk; Nurture groups; Designated link staff; MHST • Nurture groups promote confidence and self-esteem.

	<ul style="list-style-type: none"> Wellbeing surveys evidence the impact of targeted pastoral provision.
<p>Full access and opportunity for enrichment opportunities extra- curricular clubs in and out of school; inclusion and participation representing the school</p> <p>Families supported with payment for uniform and equipment</p>	<ul style="list-style-type: none"> All disadvantaged pupils access extra-curricular clubs and enrichment opportunities of their choice-90% plus engagement. Families supported to enable pupils to attend all trips and residential. Tracking of money used evidences support and access to all events, trips and visits. Monitoring of participation evidences engagement in wider opportunities linked to the Arts and Physical activity- 90% plus engagement. Fully funded set of uniform annually.
<p>Parents informed about PP provision and engaged with supporting learning at home.</p> <p>School working closely with parents to identify any additional barriers.</p>	<ul style="list-style-type: none"> Parents aware of access to wider provision to support enrichment and inclusion. Provision for PP pupils shared at Parents Evening. Parent meetings give opportunities for sharing of information.

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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT tracking and monitoring of attainment and progress Termly reporting to governors Use of diagnostic testing/standardised assessments Use of gap analysis to identify skills and knowledge gaps	Close tracking and monitoring improves chances of success for all pupils and enables teachers to target specific areas to close the gaps in attainment. As best practice and emphasised by the EEF, termly evaluation and reporting to governors will also contribute to the success of the strategy.	1,2,3
Whole school approach to planning for PP children-provision mapping individually	Continuation of effective practice. EEF: Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. All learners have different needs and planning for progress should be personalised according to need.	1,2,3
Individual parent meetings to discuss pupil progress	Continuation of effective practice. EEF: Parental Engagement Guidance- 'offer more sustained and intensive support where needed'	1-5
All PP pupils aware of their personal targets and have time to reflect on them.	EEF:Pupils make good progress when they are partners with teachers in their learning, responding to feedback and acting on advice given. Self-esteem rises when pupils feel a sense of achievement.	1-5

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

Budgeted cost: £16,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers using adaptive planning and responding to need in lessons	<p>Adaptive planning ensures PP pupils receive timely support and challenge, reducing risk of widening gaps. Adaptive planning is most effective when teachers act quickly on evidence, not assumptions.</p> <p><i>EEF Teaching and Learning Toolkit:</i> Feedback and metacognition strategies can add 6–7 months of progress when used responsively.</p>	1-3
Teaching Assistant Support- best deployment	Making best use of teaching assistants (EEF) Strategic planning to support priority pupils to complement the class teaching effectively maximising impact	1-5
Challenge groups/ extension/ enrichment for higher attaining PP pupils	Continuation of effective practice.	1,2
1:1 targeted support in class/ 1:1 intervention	<p>To eliminate any potential barriers to progress in a lesson.</p> <p>EEF recommends structured interventions that complement classroom teaching, not replace it.</p> <p><i>EEF Toolkit:</i> 1:1 tuition and small-group tutoring can add 4–5 months of progress if aligned with classroom learning.</p>	1,2,3
1:1 Intervention Programmes	Regular practice of key skills over time and the opportunity to continually revisit improves pupils' confidence.	1,2,3
Additional daily reading/ phonics support/ Use of online programmes	Continuation of effective practice based on previous year.	1,2,3
Booster groups/ target groups for KS2 SATs/ Tutoring groups	<p>Focused target groups will ensure that disadvantaged pupils reach their potential in achieving end of year targets. Focused additional support in key academic areas will benefit the most disadvantaged pupils.</p> <p>EEF: Making a difference with effective tutoring- 'If tuition is high-quality and aligned to classroom teaching, pupils can make up to 5 months additional progress with 1:1 and up to 4 months with small groups'</p>	1,2,3
Online programmes- TT Rockstars/ Numbots/ Reading Eggs	Regular practice of key skills over time and the opportunity to continually revisit improves pupils' confidence. Learning through	1,2,3

	interactive online programmes also motivates pupils to practise with incentive of rewards.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Attendance in school	Poor attendance at school is linked to poor academic attainment (EEF)	3,4,5
Nurture groups- Breakfast club/ Lunchtimes	Evidence from how these groups benefitted children before EEF: 'Providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.'	3,4,5
Pastoral support/ designated member of staff for individuals/time to talk	To promote a culture in which children are able to be heard, contribute to discussions and take responsibility for their learning; talk with an empathetic adult about difficult issues. EEF- Parental engagement	3,4,5
Mental health support -Drawing and Talking -Lego Therapy -ELSA	To promote a culture in which children are able to be heard, contribute to discussions and take responsibility for their learning; talk with an empathetic adult about difficult issues.	3,4,5
Staff training- Attachment/ Social and Emotional support for children	Updated CPD/ refreshers for staff	1-5
Enrichment opportunities beyond the curriculum: subsidising funding for clubs/ music lessons/ residential/ trips	Continuation of effective practice. Wider opportunities increase confidence and self-esteem for pupils. This will enhance and motivate positive attitudes towards school and learning. EEF- Teaching and Learning Toolkit- Arts/ Physical activity recommendations to increase engagement in learning leading to improving outcomes	3,4,5
Family Support- Parent support for cost of buying uniform; purchasing equipment/ books; provision of additional learning resources	Continuation of effective practice. In a time of continued uncertainty for families, financial support may be needed now more than ever before.	3,4,5

Total budgeted cost: £ 24,790

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.

End of Key Stage Attainment (July 25)					
	Key Stage 1 (3 pupils)			Key Stage 2 (3 pupils)	
	EXS	GDS		EXS	GDS
Maths	66%	-		33%	-
Reading	33%	-		66%	-
Writing	33%	-		33%	-

Internal assessment data based on teacher assessment evidence and NTS standardised results.

PP Y1-6 (17 pupils)	EXS+ July '24	GDS July '24	PP Y1-6 (14 pupils)	EXS+ July '25	GDS July '25
Maths	71%	17%	Maths	57%	7%
Reading	76%	18%	Reading	64%	14%
Writing	47%	6%	Writing	36%	0%

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
Reading Eggs	3P Learning
TT Rockstars & Numbots	Maths Circle
Read Theory	Read Theory
SHINE Interventions- Reading/Maths	Rising Stars MARK/ Boost Insights

