

BRAMCOTE C OF E PRIMARY SCHOOL



PUPIL PREMIUM STRATEGY 2025-2028

Updated June 2026

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	201 (March 2026)
Proportion (%) of pupil premium eligible pupils	20 (10%) (2 new pupils joined November 2025)
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)	Sept 2025 – July 2028
Date this statement was published	March 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Meredith
Pupil premium lead	Sarah Meredith
Governor / Trustee lead	Tim Brindley Chair of Governors

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	2025-26	2026-27
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£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>	£25,755	TBC (Budget Allocation £26,350)

Part A: Pupil premium strategy plan

Statement of intent

At Bramcote Church of England Primary School, our intention is that all pupils, irrespective of their background, starting point, or the challenges they face, make strong progress and achieve high attainment across the curriculum. We are committed to ensuring that disadvantage does not become a barrier to success and that all children flourish academically, socially and spiritually.

In line with our Christian vision and values, we place equity, inclusion and aspiration at the heart of our approach, ensuring that all pupils are known, valued and supported to live “Life in all its Fullness.” Our pupil premium strategy is therefore designed not only to close attainment gaps, but to ensure that disadvantaged pupils access the same breadth of opportunities and experiences as their peers.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language Gaps A proportion of our disadvantaged pupils enter school with lower levels of vocabulary, communication, and language development than their peers. Limited exposure to rich language experiences can affect their ability to express ideas, understand instructions, engage in discussion, and access the wider curriculum. These gaps can hinder reading comprehension, writing outcomes, confidence, and social interaction throughout their school journey.
2	Phonics Gaps Some disadvantaged pupils do not acquire secure phonological awareness and phonics knowledge at the same rate as their peers. Gaps in early reading skills can lead to difficulties with decoding, fluency, and reading confidence. Where these gaps persist, pupils may struggle to access age-related texts and the broader curriculum, impacting attainment across multiple subjects.
3	Lower Attainment Assessment information indicates that some disadvantaged pupils, as a group, attain less well than their non-disadvantaged peers across a range of subjects. This attainment gap can be evident from the Early Years Foundation Stage and may widen over time if pupils do not receive targeted support. Lower attainment can affect pupils' confidence, engagement, aspirations, and readiness for the next stage of education.
4	Post-Pandemic Learning Gaps

	Although the immediate effects of the pandemic have lessened, some disadvantaged pupils particularly in Y4-Y6 continue to experience gaps in knowledge, skills, and learning behaviours resulting from disrupted education. These pupils may require additional support to address missed learning, strengthen foundational skills, and develop resilience, independence, and positive learning habits needed for sustained academic success.
5	Social, Emotional and Mental Health (SEMH) Needs A growing number of disadvantaged pupils present with social, emotional, and mental health needs that can impact attendance, behaviour, relationships, and engagement with learning. Some pupils require additional support to develop self-regulation, emotional literacy, resilience, and positive coping strategies. Unmet SEMH needs can create barriers to both academic achievement and wider participation in school life.
6	Attendance Issues Attendance data indicates that disadvantaged pupils are more likely to experience lower attendance and persistent absence than their peers. Reduced attendance can lead to missed learning opportunities, weaker academic progress, gaps in curriculum knowledge, and diminished social connections. Improving attendance remains a key priority to ensure pupils can fully access the curriculum and benefit from wider enrichment opportunities.
These challenges are interconnected and can compound one another. Difficulties with attendance, language development, reading, attainment, and SEMH can create significant barriers to learning and achievement for disadvantaged pupils. Our Pupil Premium strategy therefore focuses on removing these barriers through evidence-informed approaches that improve academic outcomes, support wellbeing, and promote full participation in school life.	

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.

Challenge	Intended outcome	Success criteria
Oral Language Gaps	Disadvantaged pupils develop stronger vocabulary, communication and language skills, enabling them to access the curriculum effectively and participate confidently in learning.	• EYFS disadvantaged pupils achieve communication and language outcomes in line with, or above, national averages. • Increased proportion of disadvantaged pupils achieve age-related expectations in speaking and listening. • Improved use of subject-specific vocabulary across the curriculum. • Pupil voice demonstrates increased confidence when contributing to discussions and presentations. • Classroom observations show improved participation and oral language skills.
Challenge	Intended outcome	Success criteria

Phonics Gaps	Disadvantaged pupils develop secure phonics knowledge and decoding skills, leading to improved reading fluency, confidence and comprehension.	• The proportion of disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check is in line with or exceeds national averages. • Targeted pupils make accelerated progress through phonics interventions. • Gaps between disadvantaged and non-disadvantaged pupils in phonics attainment are reduced. • Reading assessments show improvements in fluency, accuracy and comprehension. • Pupils demonstrate increased confidence and enjoyment in reading.
Lower Attainment Gaps	Disadvantaged pupils achieve improved out-comes across the curriculum, reducing attainment gaps and increasing the proportion achieving age-related expectations.	• The attainment gap between disadvantaged and non-disadvantaged pupils narrows in reading, writing and mathematics. • A greater pro-portion of disadvantaged pupils achieve age-related expectations and greater depth where appropriate. • Internal assessment data shows disadvantaged pupils making at least expected progress from their starting points. • End of Key Stage outcomes for disadvantaged pupils are in line with or above national averages. • Teachers identify improved engagement and independence in learning.
Post Pandemic Gaps in learning	Disadvantaged pupils successfully address identified gaps in knowledge and skills, enabling them to access the full curriculum and make sustained progress.	• Assessment data demonstrates accelerated progress for pupils identified with learning gaps. • Curriculum assessments show improved retention and application of previously missed learning. • Pupils demonstrate increased resilience, independence and positive learning behaviours. • Gaps in key curriculum knowledge are reduced across year groups. • Intervention programmes show measurable impact on pupils' attainment and progress.
SEMH Needs	Disadvantaged pupils with social, emotional and mental health needs are well supported and able to engage positively with school life and learning.	• Pupils identified with SEMH needs demonstrate improved emotional regulation and resilience.

		• Behaviour incidents involving disadvantaged pupils decrease over time • Pupil surveys indicate improved wellbeing, confidence and sense of belonging. • Increased participation in enrichment activities and wider school opportunities. • Targeted pupils sustain positive engagement with learning and demonstrate improved readiness to learn.
Attendance Issues	Attendance rates for disadvantaged pupils improve, ensuring consistent access to learning and wider school opportunities.	• Overall attendance of disadvantaged pupils is at least in line with national averages. • Persistent absence rates for disadvantaged pupils reduce year on year. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows. • Identified pupils and families engage positively with attendance support strategies. • Improved attendance correlates with stronger progress and attainment outcomes.

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: Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
SSP Phonics Daily phonics lessons; same-day intervention; assessments; catch-up groups; parent workshops	High-quality, systematic phonics teaching is an evidence-based approach to early reading instruction. The EEF Toolkit reports an average impact of +5 months, particularly for younger pupils and those from disadvantaged backgrounds. Regular assessment and timely intervention ensure that pupils keep up rather than catch up.	2
Vocabulary Development Explicit Tier 2/3 vocabulary teaching; pre-teaching; vocabulary walls; structured talk; reading-rich curriculum	Explicit vocabulary instruction is a key recommendation within the EEF's Improving Literacy guidance reports. Developing pupils' oral language and vocabulary supports reading comprehension, writing and wider curriculum access. Structured opportunities for discussion and exposure to rich texts help close language gaps experienced by disadvantaged pupils.	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery Daily fluency practice; CPA approach; reasoning tasks; same-day interventions; guided practice	The EEF recognises mastery learning approaches as having a positive impact on attainment. The use of concrete, pictorial and abstract representations, alongside fluency, reasoning and problem-solving, supports deeper mathematical understanding. Timely intervention helps address misconceptions before they become barriers to future learning.	3,4
Social & Emotional Learning PSHE lessons; emotion coaching; classroom check-ins; restorative conversations; self-regulation teaching	Evidence from the EEF indicates that Social and Emotional Learning approaches can deliver an average of +4 months' additional progress. Developing pupils' emotional literacy, self-regulation and relationship skills supports engagement, behaviour and academic achievement. This is particularly important for disadvantaged pupils who may experience additional social and emotional barriers to learning.	5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition Phonics boosters; guided reading; maths catch-up; writing groups; revision groups.	Disadvantaged pupils may require additional support to secure key knowledge and skills. Small group tuition provides focused teaching in areas of identified need, including phonics, reading, writing and mathematics. According to the EEF, small group tuition has an average impact of +4 months' additional progress and is particularly effective when delivered by trained staff using structured programmes.	2,3,4
1:1 Support Support Individual reading; personalised phonics; precision teaching; mentoring; bespoke support plans	Some pupils require highly personalised support to address significant gaps in learning or overcome barriers to achievement. One-to-one tuition, precision teaching and individual mentoring enable teaching to be tailored closely to pupil needs. The EEF reports an average impact of +5 months' progress from one-to-one tuition, making it a valuable strategy for disadvantaged pupils who need intensive support.	2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions Language interventions; e.g. Nelly literacy programmes; e.g. Reading eggs. Maths interventions; e.g. Dynamo Maths, Maths Seeds. handwriting support; impact reviews	Evidence-based interventions provide structured support for pupils who require additional help beyond whole-class teaching. Programmes focusing on language development, literacy and mathematics have been shown to improve attainment when delivered consistently and monitored carefully. The EEF recommends that interventions are targeted, time-limited and evaluated regularly to ensure positive outcomes.	1,2,3,4

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

Budgeted cost: £4,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring; first-day response; family meetings; attendance plans; rewards and recognition	This approach is informed by EEF evidence indicating that attendance improves most effectively when schools combine monitoring, parental engagement and tailored interventions that address individual barriers to attendance.	6
ELSA Individual sessions; social skills groups; emotional regulation support; transition support; nurture activities	We will deliver ELSA interventions, including individual support, social skills groups and emotional regulation programmes. This is informed by EEF evidence showing that Social and Emotional Learning approaches can deliver an average of +3 months' additional progress while improving behaviour, relationships and readiness to learn.	5,6
Enrichment Support Trips, residential; music tuition; sports clubs; after-school clubs; cultural experiences	By funding access to enrichment opportunities, including trips, residential visits, music tuition and extracurricular clubs. EEF evidence indicates that arts participation and wider enrichment activities can contribute to approximately +3 months' additional progress, while also supporting confidence, engagement and cultural capital.	5,6

Total budgeted cost: £25,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Attainment

The attainment and progress of disadvantaged pupils were assessed through a combination of termly summative assessments in reading, writing and mathematics, ongoing formative assessment by class teachers, pupil progress meetings, and wider school data relating to attendance, behaviour and wellbeing.

The pupil premium cohort at Bramcote C of E Primary School remains small in a number of year groups, meaning that individual pupils can significantly influence overall percentages. This is particularly so when there are additional barriers for example significant SEND. Consequently, school leaders have considered both quantitative assessment data and qualitative evidence when evaluating performance and identifying barriers to achievement.

The 2025-26 Key Stage 2 Pupil Premium cohort comprised four pupils. Two pupils achieved the expected standard in reading, writing and mathematics combined, while two pupils did not. Both pupils who were below the expected standard had multiple vulnerabilities, being eligible for both Pupil Premium and SEND Support. These pupils were closely monitored throughout their time in school and received targeted academic, pastoral and SEND intervention. Although attainment outcomes remained below age-related expectations, progress information shows that they made gains from their individual starting points and were able to access the Key Stage 2 curriculum successfully. The remaining two pupils achieved the expected standard across all assessed subjects. Given the small cohort size, outcomes should be interpreted with caution; however, the data demonstrates that Pupil Premium funding was used effectively to reduce barriers to learning and secure positive progress and outcomes, particularly for pupils with the highest levels of identified need.

Strengths included:

- Most disadvantaged pupils in Years 4, 5 and 6 were working at expected standard or above in reading.
- Disadvantaged pupils in Years 4, 5 and 6 generally achieved more strongly in reading than in writing and mathematics.
- Several disadvantaged pupils achieved above the expected standard in reading, particularly in upper Key Stage 2.
- Pupils in Year 3 and Year 6 demonstrated stronger outcomes in mathematics than in reading and writing.

Areas for development included:

- A number of disadvantaged pupils in Key Stage 1 were working below age-related expectations in reading, writing and mathematics.
- Writing remained the weakest subject area overall, with fewer disadvantaged pupils achieving above expected standards.
- Outcomes for some disadvantaged pupils in lower Key Stage 2 indicated gaps in core literacy skills, particularly reading comprehension and written composition.
- Internal assessment and teacher observations identified vocabulary development, oral language skills and writing stamina as barriers for some pupils.

Comparison with Non-Disadvantaged Pupils

Internal school assessment data showed that disadvantaged pupils continued to attain below their non-disadvantaged peers in several year groups, particularly in writing and mathematics. While some disadvantaged pupils achieved age-related expectations and above, attainment gaps remained evident across the cohort.

The school's analysis indicates that these gaps are linked to a combination of factors including lower starting points, reduced access to enrichment opportunities, variable attendance and, for some pupils, additional SEND and social, emotional and mental health needs.

Attendance

Attendance monitoring identified attendance as a continuing barrier for a proportion of disadvantaged pupils. School records show that disadvantaged pupils were more likely to experience periods of absence than their non-disadvantaged peers.

Analysis of attendance data, parental meetings and pastoral records identified barriers including:

- Family circumstances.
- Emotional wellbeing and anxiety.
- Medical needs.
- Difficulties establishing consistent attendance routines.

Leaders recognise that reduced attendance limits access to high-quality classroom teaching and intervention programmes and contributes to slower academic progress.

Behaviour and Wellbeing

CPOMs behaviour monitoring and ELSA referrals highlighted that some disadvantaged pupils required additional support to develop emotional regulation, resilience and social skills.

School evidence identified:

- Increased levels of anxiety among some disadvantaged pupils.
- Difficulties with self-regulation and managing emotions.
- Lower confidence and self-esteem affecting classroom participation.
- Challenges in peer relationships and social interaction.

These factors were found to impact readiness to learn, engagement within lessons and attendance.

Enrichment and Cultural Capital

School monitoring identified that disadvantaged pupils were less likely to access some enrichment opportunities without financial support. Staff observations and pupil voice activities suggested that limited participation in trips, residential visits, music tuition and extracurricular activities can reduce opportunities to develop cultural capital, confidence and wider life experiences.

How Performance Has Been Assessed

- The school's evaluation of disadvantaged pupils' performance is based on:
- Summer 2024–25 summative assessment outcomes in reading, writing and mathematics.
- Statutory assessment data
- Ongoing formative assessment undertaken by teachers.
- Pupil progress meetings and intervention reviews.
- CPOMs

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
None	

Service pupil premium funding (optional)

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