

Pupil premium strategy statement – Brailes C of E Primary School 2025-2028

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	114
Proportion (%) of pupil premium eligible pupils	11% actual in Nov 25 (13% based on Oct 24 census for PP funding)
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)	2025 - 2028
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Christian Hilton (CEO Stour Federation Multi Academy Trust)
Pupil premium lead	Heather Childs (Headteacher)
Governor / Trustee lead	Lois Self (LAC Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16 665
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£16 665

Part A: Pupil premium strategy plan

Statement of intent

At Brailes C of E Primary School, we are guided by The Stour Federation's 2030 strategy and the school's vision and core values. Our core purpose is to provide a safe, secure learning environment with high expectations for all pupils, fostering a profound sense of belonging for every child where all can flourish. We are committed to Equity-Equality Investments, ensuring all pupils, regardless of background, achieve high attainment across a broad and balanced curriculum.

Our Pupil Premium strategy aims to:

- Support disadvantaged pupils in making good progress and achieving high attainment.
- Ensure full engagement in the curriculum, developing curiosity, resilience, and belief in their abilities.
- Intervene early to prevent attainment gaps from growing, particularly in foundational skills.
- Develop cultural capital, social skills, and a profound sense of belonging by promoting flourishing through robust enrichment and providing the best education and opportunities possible.

We adopt a tiered approach, prioritising high-quality, inclusive teaching (Tier 1). This is based on the evidence that high-quality teaching is the most effective inclusion strategy and the greatest lever for securing success in education, disproportionately benefiting pupils who find learning hardest. Our approach ensures non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

We recognise that the needs of children and their families are varied and our support is therefore flexible. We aim to provide additional support to pupils and families who need it most to flourish, believe in themselves, belong, feel valued, known and understood and aspire and are able to achieve more than they think is possible.

Our focus is on identifying and removing specific barriers to learning, rooting provision in a deep, contextual understanding of the individual child. We focus on what pupils can do and seek to find, nurture and celebrate each child's innate gifts. To ensure every child's light shines we provide a rich programme of personal development that goes unreasonably beyond academic outcomes and lives out our commitment of unreasonable hospitality extended to all.

Best outcomes for children are achieved through high quality teaching. We therefore focus staff development on adaptive teaching which will benefit all children, but particularly disadvantaged and underresourced children. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the Pupil Premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for the Pupil Premium.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the Pupil Premium will be in receipt of Pupil Premium interventions at one time. The EEF toolkit is used to ensure strategies are evidence-informed and cost-effective.

Our curriculum focuses on developing the 6Cs of Deep Learning (Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking). We recognise that educational disadvantage extends beyond Pupil Premium eligibility, and our strategies are designed to support any child facing vulnerability or barriers to learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, aligned with the EEF's requirement to clearly diagnose needs.

Challenge number	Detail of challenge
1	Attendance and punctuality: Further improve disadvantaged pupils' overall absence, aligning school culture with vision and values, creating a strong sense of belonging, identifying specific barriers to attendance, and collaborative working with families to find proactive solutions.
2	Communication and Interaction: Early speech & language provision and support for families. This includes opportunities for developing oracy skills. Early identification and targeted intervention are needed to address under-developed oral language skills and vocabulary gaps among disadvantaged pupils from EYFS through KS2. Provide opportunities for play and learning including the ability to interact with peers and adults. Support for families, including screentime and sleep patterns,
3	Securing Strong Academic Foundations (Reading, Writing, Maths): High quality first teaching must be prioritised for all pupils. Attainment gaps exist across key stages, particularly in writing. Ensure there is quality, consistency, and accessibility of core curriculum provision for children with SEND and those who are disadvantaged, particularly focusing on reading, writing and maths basic skills.
4	Social, Emotional, and Mental Health (SEMH): Reduce levels of anxiety, increase self-esteem, and social/emotional issues, which negatively impact attainment. We need to ensure effective personal, social and emotional skills are developed to thrive in and out of school, including resilience, positive self image and effective relationship forming.
5	Cultural Capital and Aspiration: Limited enrichment and cultural capital opportunities hinder children's experience of the diverse world and lead to low aspirations. We need to prepare children for life outside school Carefully planned opportunities for enrichment, trips, and experiences to raise aspirations, widen social circles, and develop cultural capital to prepare them for a rich life outside school through transition opportunities and widening social circles, particularly with rural deprivation and lack of transport affecting access enrichment outside the village ensuring there are no barriers to their dreams and ambitions.

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
<p>Attendance and punctuality <i>Targeted families overall attendance and punctuality increases.</i></p>	<ul style="list-style-type: none"> • Overall school attendance is sustained at 97%+ • Lateness is below 0.5% • Absence gap between disadvantaged pupils and non-disadvantaged pupils is closing.
<p>Communication, Interaction <i>Children demonstrate increased communication and interaction skills through effective oracy, universal and targeted intervention.</i></p>	<ul style="list-style-type: none"> • Parent, children and staff surveys show an increasing trend in happiness/positivity with school life. • 90% + Y1 PSC. • <i>PSC outcomes for disadvantaged pupils are in line with, or above, non-disadvantaged pupils nationally.</i> • Improve % of children achieving PSED GLD to 80%. • Maintain % of children achieving GLD in Communication and Language (above 75%). • Number of staff trained to support Speech and Language increases - Growing Great People CPD projects and school's commitment to Best Start Programme. • Targeted early intervention is strategically planned, delivered and is effective.
<p>Securing Strong Academic Foundations <i>SEND and Disadvantaged children achieve higher than Warwickshire peers and above National Average at key points.</i></p>	<ul style="list-style-type: none"> • KS2 outcomes in Reading, Writing and Maths (combined) show that disadvantaged pupils are no more than 5% below their cohort (in line with exemplar ambition). • Key measures: GLD, Y1 PSC, Y4 MTC, Y6 SATS are at least in line with comparative national measures. • Termly assessments and pupil progress reviews show that progress is at least good for targeted children. • High Quality Inclusive Teaching (HQIT) is consistently evident in all classes, embedding The Stour Federation's 5-a-day Adaptive Teaching Approach. • Children have the necessary skills, vocabulary and support to enable them to form effective relationships with peers and adults; have a positive self-image and resilience. • All children make at least good progress from their starting points.
<p>Social, Emotional, and Mental Health (SEMH) <i>Children have the necessary skills, vocabulary and support to enable them to form effective</i></p>	<ul style="list-style-type: none"> • Thrive is well-established and used effectively by all staff to support social and emotional development. • Behaviour, relationships and well-being policy is used consistently

<p><i>relationships with peers and adults; have a positive self-image and resilience. and know pathways to support available to them. There is flourishing for all children and families.</i></p>	<p>by all staff, is up-to-date and understood by parents.</p> <ul style="list-style-type: none"> • Zones of Regulation are used in school and home. • Surveys of the whole school community show that there is a high level of belonging and happiness • The 6C's are evident in the culture and ethos of the school. • Thrive screenings show that interventions are effective,
<p>Cultural Capital and Aspiration <i>All children are well supported to engage in after school activities, wider curriculum activities and feel that they are valued and belong to our school and feel connected to our community</i></p>	<ul style="list-style-type: none"> • All children are encouraged and supported to represent the school in some way and participate in a variety of community events by the end of Y6. • All children are encouraged and supported to attend school trips reflecting our commitment to unreasonable hospitality • All children are encouraged and supported to play a musical instrument and sing in the school choir. • Parental satisfaction and engagement and support is high (measured through attendance at workshops, newsletter & Ping analysis, responses to termly surveys). • Children's satisfaction and happiness is high (measured through pupil surveys). • 75%+ of children achieve their level in the Junior Duke programme.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed High Quality Inclusive Teaching (HQIT), focusing on	<ul style="list-style-type: none"> • HQIT is the most effective inclusion strategy and the primary 3 5 (HQIT),lever for 	3

<p>the Stour Federation's 5-a-day Adaptive Teaching Approach.</p>	<p>securing success, disproportionately benefiting pupils who struggle.</p> <ul style="list-style-type: none"> • EEF: Metacognition & self-regulation (+7 months) • Explicit Instruction/Scaffolding. • SEND Code of Practice • Brailes Special Educational Needs Policy • Brailes SEND Information Report 2025-26 	
<p>Engaging, accessible curriculum - regular reviews & training, incorporating Inclusion by Design.</p>	<ul style="list-style-type: none"> • Training on Scaffolding/Differentiation (Walk Thrus Teacher Walkthrus). • Maximising impact of Teaching Assistants (EEF). • Ensure accessible design features are used as a 'normal way of working' to remove stigma. 	<p>2 3 5</p>
<p>Oracy development through use of Voice 21 Oracy Framework,</p>	<ul style="list-style-type: none"> • Oral language interventions have a strong evidence base indicating high impacts on reading outcomes. Oral language interventions Toolkit Strand Education Endowment Foundation EEF • Developing expressive language and vocabulary in early education helps close the gap. • Oracy in Maths • Voice 21 Oracy Framework 	<p>3</p>
<p>Phonics training (RWI) and Mastering Number training to secure strong foundations in the fundamental concepts.</p>	<ul style="list-style-type: none"> • Phonics training - RWI. • Mastering Number: Mastering Number at Reception and Key Stage 1 	<p>2 3</p>
<p>Behaviour: reviewing & update policies (e.g., embedding Restorative Practice and the Behaviour Curriculum), monitoring, consistency of effective use, training, focusing on the 6Cs.</p>	<ul style="list-style-type: none"> • Consistent systems and routines create predictability and emotional safety. EEF: Behaviour interventions. New Pedagogies for Deep Learning 6Cs. • New Pedagogies for Deep Learning 6Cs • Mark Finnis - Restorative Practice • Paul Dix - When the Adults Change • Brailes Behaviour and Relationships Policy • Zones of Regulation 	<p>4 5</p>

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting children requiring intensive social and emotional development. Identifying barriers and working with families</p> <p>The Thrive Approach Collaborative Proactive Solutions, (CPS)</p>	<ul style="list-style-type: none"> • The Thrive Approach • The Thrive Approach is central to the Stour Federation's commitment to wellbeing and resilience. • Lost at School Dr Ross Greene • Challenging Education • Flourishing Together a collective vision for the education system • Social and Emotional Learning EEF 	1 4
<p>Early Support and Family Support: Identifying barriers and working with families</p>	<ul style="list-style-type: none"> • https://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1 • Warwickshire Families First for Children • Building deep, constructive, trusting relationships with families is a cornerstone of inclusive practice. <p>https://drrossgreene.com/lost-at-school.htm</p>	1 4
<p>Targeted S&L interventions: WellComm, Time to Talk, SaLT, Best Start Programme, Legro delivery, aligned with classroom teaching</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p>SEND interventions: precision teaching, EPATT, Colourful Semantics</p>	<ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) • Small group tuition Toolkit Strand Education Endowment Foundation EEF • EEF: One to one tuition (+5 months). • EEF: Small group tuition (+4 months). Interventions must be targeted at specific needs/knowledge gaps. 	3

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

Budgeted cost: £4, 665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the Thrive Approach to support emotional and social development. Use of external partners (Families First for Children).	<p>The Thrive Approach is central to The Stour Federation’s commitment to wellbeing and learning. Social and Emotional Learning interventions are evidenced to have a positive impact.</p> <ul style="list-style-type: none"> • The Thrive Approach • EEF Social & Emotional Learning • TalkAbout Book 2 - developing social skills in KS2 	1 5
Inclusive Attendance Strategy , including reviewing and embedding principles of good practice set out in DfE’s Improving School Attendance advice. Targeted work with families on punctuality and attendance.	<p>DfE guidance highlights that attendance is essential for attainment. Ofsted requires leaders to prioritise attendance for all groups, including vulnerable pupils.</p> <ul style="list-style-type: none"> • Working Together to Improve School Attendance • ImpactED Understanding Attendance Report 1 - Findings on the drivers of pupil absence from over 30,000 young people in England • ImpactED Understanding Attendance Report 2 - Implementing strategies with impact: lessons from over 70,000 pupils on improving school absence. • Inclusive Attendance 	1 3 4
Enrichment and Cultural Capital opportunities (OPAL, trips, visitors, clubs, Junior Duke, Forest School). Tracking participation to ensure equitable access.	<ul style="list-style-type: none"> • Aligns with The Stour Federation goal of expanding experiences to avoid low aspirations. Ofsted expects all pupils, including disadvantaged pupils, to benefit • OPAL: The Case for Play in Schools • About the Primary PE and Sport Premium • EEF Learning and teaching toolkit Physical-activity • JuniorDuke • Equity-in-the-classroom-levelling-the-playing-field-of-learning-a-practical-guide-for-teachers 	1 4 5
Development of the physical environment	<ul style="list-style-type: none"> • Research confirms that a safe, supportive, and stimulating 	1 3 5

<p>to provide safe spaces for learning, interventions, social development & wellbeing: The Burrow, the Nest, library, Reflection and spiritual outdoor and indoor calming areas.</p>	<p>environment significantly enhances pupils' emotional regulation, reduces anxiety, and directly supports the engagement and attainment necessary for disadvantaged pupils to close the achievement gap.</p> <ul style="list-style-type: none"> • OPAL: The Case for Play in Schools • The Thrive Approach • EEF Social & Emotional Learning 	
<p>Surveying parents & children regularly to ensure understanding of behaviour strategy, expectations/curriculum meetings; use of newsletters to promote and celebrate; achievement assemblies; positive rewards - behaviour blueprint; working with high schools</p>	<ul style="list-style-type: none"> • Effective parental engagement, reinforced by clear behaviour strategies, positive rewards, and curriculum information, is a key driver of academic success, as evidence from the Education Endowment Foundation (EEF) indicates that such engagement can lead to an average of four months of additional pupil progress, which is crucial for closing the attainment gap for disadvantaged pupils. • EEF Teaching & Learning Toolkit - Parental Engagement • EEF Guidance - Working with Parents to support Children's Learning • Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	<p>1 3 4 5</p>
<p>Contingency fund (for acute issues - trips, uniform, family support)</p>	<ul style="list-style-type: none"> • Enables the school to respond quickly and flexibly to immediate non academic need 	<p>4 5</p>

Total budgeted cost: £16 665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Updates throughout the academic year 2024-2025:

Based on Oct 2024 census: 11 children.

Total: £16 280

Brailes has small numbers of disadvantaged pupils, and as a result, each individual case has a noticeable influence on overall outcomes. Analysis of the 2024/25 academic year, drawing on Key Stage 2 external data, Phonics Check results, and internal scaled-score assessments, indicates that the progress and attainment of disadvantaged pupils varied across the cohort, with some pupils not yet reaching expected standards and some significantly exceeding expected standards.

Early Years Foundation Stage (GLD)

50% of pupils (2/4) The 2 pupils who did not meet GLD were also SEND, one of whom had joined the school mid year.

Phonics Screening Check

One disadvantaged pupil (also SEND) in Year 1 did not meet PSC.

Two disadvantaged pupils in Y2, of whom one met PSC in Y2 and one (new to school) had made significant progress since starting a few months prior to the PSC

Key Stage 2 Outcomes

One disadvantaged pupil (also SEND) was assessed at the end of Key Stage 2.

100% met the expected standard in Reading

Year 4 MTC

100% Y4 disadvantaged pupils achieved 25/25

These outcomes reflect the natural variation expected within a small cohort and underline the importance of consistent attendance and tailored support, particularly for pupils with additional needs.

The school maintained robust systems for monitoring pupil progress and providing specialised support throughout the year:

Academic Monitoring: Pupil progress across the school was closely tracked using termly assessment points. Internal tests were administered to generate scaled scores in Reading and Mathematics, providing consistent measures of attainment.

Special Educational Needs (SEND) Support: The school utilised external expertise, including SEND Supported and visiting Educational Psychologists, to refine assessment procedures for pupils with specific learning difficulties. This specialized input was crucial in developing inclusion routines designed to maximise the progress and attainment of these pupils. Private SALT therapist sessions were funded by the school to support disadvantaged pupils in the absence of NHS provision due to length of waiting list time.

Wider Strategies (Attendance and Behaviour): we are continuing to develop OPAL play offer (enrichment) resulting in pupils reporting far greater enjoyment of playtimes and better focus after breaks. We used Sports Premium funding for free after-school sports opportunities to develop social skills and positive engagement for all along with a range of lunchtime time clubs: choir and different sports club which are accessible to all 80% KS2 disadvantaged and in the school choir in 24-25 and 100% learnt a musical instrument and performed in a play. 75% KS2 disadvantaged took part in the Junior Duke award scheme in 24-25.

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
Thrive	Thrive
OPAL	OPAL
RWI Phonics	RWI Phonics
Time to Talk	Warwickshire Speech and Language Service
Legro	Warwickshire Speech and Language Service
WellComm	WellComm
EPATT	Warwickshire Education Psychologist Service
MHST	Mental Health in Schools Teams

Service pupil premium funding (optional)

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.