

Brampton Village Primary School

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding for the 2025-26 academic year 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	Brampton Village Primary School
Number of pupils in school on 2nd October 2025 (at October 2024 census)	607 (614)
Percentage of pupil premium eligible pupils on 2nd October 2025 (at October 2024 census) - excludes service pupils	19.9% (24.8%)
Academic year/years that our current pupil premium strategy plan covers	2025/26; 2026/27; 2027/28
Date this statement was published	30.12.25
Date on which it will be reviewed	30.12.26
Statement authorised by	The Governing Body
Pupil premium leads	Chris Hill
Governors	Gary Aubin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,781
Pupil premium funding carried forward from previous year	£5,420
Total budget for this academic year	£211,201

Statement of intent

All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to diminishing gaps between vulnerable pupils and their peers, and the pupil premium is an important tool in this process. We have more than 600 pupils with varying life experiences, and it is a priority to understand the challenges faced by our pupils so that we can effectively deploy pupil premium to help remove barriers to learning. Our aim is that all of our pupils reach their full potential and are able to engage fully in our curriculum and school life.

The percentage of our pupils eligible for pupil premium is consistent with the national average (%) for primary schools.

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children are as follows: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all members of staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles

- Quality first teaching and effective assessment meets the needs of all pupils, complemented by targeted academic support for pupils who are not making the expected progress. Support and interventions are informed by our professional judgement and knowledge of the children and not solely on research and recommendation.
- Where appropriate, provision is made for pupils who belong to vulnerable groups including disadvantaged pupils. All pupil premium children will benefit from the funding, not just those who are under-achieving.
- We will address non-academic barriers to learning such as: poor attendance, behaviour, low aspirations and expectations, well-being, limited access to rich language and a lack of cultural capital. We will ensure that disadvantaged pupils have access to a broad range of activities.

Central to our strategy is quality first teaching. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap and will benefit all pupils in our school. Aspects of quality first teaching include the setting and promotion of high expectations, ensuring consistent implementation of non-negotiables, sharing of good practice within the school and improving assessment through joint moderation. Implicit in the intended outcomes outlined below is the intention that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

To identify how we can best direct resources to meet the needs of our learners we will rely on robust assessment and will target support based on the evidence from that assessment for both disadvantaged and non-disadvantaged children. Interventions will be closely monitored to ensure that they are effective and achieve their objective.

At Brampton Village Primary School we recognise the vital role that parents and carers play in the lives of their children, and building relationships with those parents and carers is crucial to the progress of our disadvantaged pupils. We will ensure that parents and carers understand that they can make a positive contribution to their children's achievement in school by engaging in school processes. We actively encourage the take-up of free school meals by working proactively with parents and carers in a sensitive and supportive manner, and seek to remove any potential barriers, or perceived stigma attached, to claiming free school meals.

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Challenges

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

Challenge number	Detail of challenge
1	Poor attendance of pupil premium children, including persistent absentees and late arrival at school.
2	Some pupils in receipt of pupil premium funding show weaknesses in learning behaviours. Some pupils lack resilience, determination and readiness to learn, and can lack self-motivation and the confidence to improve.
3	Some pupils have limited experiences beyond their home life and immediate community, especially in relation to access to books, libraries and technology.
4	Low attainment and slow progress rates made by pupil premium/disadvantaged children. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments and observations indicate under-developed oral language skills amongst disadvantaged pupils. Good Oracy skills underpin all other literacy areas of learning.
5	There is high mobility of pupils due to growth of the village and the school. Many children have experienced two or three different schools in a few years, and this has led to inconsistencies in their experience.

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
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> Reduce the number of persistent absentees among pupils eligible for pupil premium compared to the wider school population. Family Worker to work with families to improve attendance and decrease persistent absence. A soft start to the day in our nurture provision, The Bridge, offered to children who would benefit from this. Attendance in 2024-2025 for pupil premium children was 92.8% (close to average) and for all pupils was 94.9%.(close to average)
<p>To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.</p> <p>All pupils will demonstrate learning behaviours in line with the school's "6 Rs" (Respect, Responsibility, Resilience, Resourcefulness, Reciprocity and</p>	<ul style="list-style-type: none"> Children make good progress and there are less instances of disruptive behaviour recorded. Introduction of Steplab use as a resource to provide appropriate tailored support for the professional development of teachers. Continued development of "The Bridge", a nurturing space for children who need some time in an alternative environment during the school day. Continued development of "The Hive", a quieter space for small group interventions for those children who are easily distracted.

	<ul style="list-style-type: none"> • A program of training sessions for teaching assistants to develop their understanding of pupil emotional and behavioural needs. • Exploiting the functionality of Provision Map to improve tracking of provision and outcomes. • Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, surveys and teacher observations.
To enable more children to access extra-curricular activities and to boost self-esteem.	<ul style="list-style-type: none"> • More children are able to succeed and participate, enabling them to have the same opportunities as their peers.
Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school	<ul style="list-style-type: none"> • The majority of pupils eligible for pupil premium make expected progress to prevent the gap between them and their peers widening. • Teachers have identified children who need to make accelerated progress, and the majority of these children achieve this. • Interventions are implemented and evaluated for impact on progress and attainment, such that pupil premium pupils make expected or accelerated progress from their relative starting points. • Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most disadvantaged children make at least expected progress. • The school purchases support from the Local Authority. This means that Maths and English Advisers visit regularly to monitor and support staff in delivering Quality First Teaching. There is an associated cost with releasing staff as part of this. • Continued delivery of Talk 4 Writing, a structured approach which will improve teacher confidence in teaching writing, and pupil outcomes in both written and oral language skills. The initial (consultant heavy) introductory phase is now complete, and the focus is now on ensuring that new staff adhere to the principles of the programme and that delivery is consistent across the school. There are costs relating to release time to allow for training, coaching and purchase of specialist resources.

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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: £35.2k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD – release time associated with working with local authority advisors on maths and English to help maintain Quality First Teaching.</i></p> <p><i>Attendance at external briefings and courses.</i></p> <p><i>Release time for training, embedding and extending the use of “Talk 4 Writing” (launched Spring 2023). Release will support new staff with the programme and coaching of existing staff as required to maintain the effectiveness of the approach. Some specialist purchases will be required.</i></p> <p><i>Purchase of materials to improve handwriting as well as develop writing skills, including special exercise books and flipcharts.</i></p> <p><i>Continued costs associated with embedding our phonics scheme, training teaching assistants to assist in delivery of booster sessions.</i></p> <p><i>Subscription to “Steplab” to offer teachers training customised to their CPD needs.</i></p> <p><i>Participation of the programme “Raising Attainment with Wellbeing” from Imaginative Minds</i></p>	<p><i>Research from the Education Policy Institute (EPI) (2020) found that high-quality CPD for teachers has a significant effect on pupils’ learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers:</i></p> <p><i>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</i></p> <p><i>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive.</i></p>	4, 5

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

Budgeted cost: £45.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions delivered outside the classroom targeted at pupils who require additional support to overcome barriers to learning. Our interventions are led by HLTAs and Teaching Assistants, directed primarily to small groups of up to a maximum of six children.</i></p>	<p><i>Targeted deployment, where interventions are delivered to small groups or individuals can help previously low attaining pupils has a higher impact than deployment in everyday classroom environments.</i></p> <p><i>Interventions are appropriate to the individual children, informed by data and teacher knowledge of them. Use of the Provision Map software, help us to ensure that learning is</i></p>	4, 5

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<p><i>Development, fitting out and running costs of “The Hive”, a dedicated intervention space for small group work. An additional HLTA has been recruited to work in “The Hive” to provide targeted support.</i></p> <p><i>All interventions are recorded on provision mapping software to allow an objective assessment of their effectiveness and to provide centralised records to teachers and school leadership.</i></p> <p><i>Sessions are scheduled include phonics, reading support, and maths work.</i></p> <p><i>The deployment of teaching assistants is a key area of focus for 2025/26 as we develop a more flexible and effective model to providing both pastoral and academic support.</i></p>	<p>continuous, gaps are addressed and next steps are clear. Interventions are monitored for effectiveness.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-and-learning-toolkit/teaching-assistant-interventions and</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £130.1k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Inclusion and pastoral support to increase engagement with families, to improve attendance and behaviour. We will continue to increase pastoral support hours in 2025/26. The pastoral support team will include a Family Worker and Inclusion Worker.</i></p> <p><i>The deployment of teaching assistants is a key area of focus for 2025/26 as we develop a more flexible and effective model to providing both pastoral and academic support.</i></p> <p><i>Additional support for children with behaviour issues and/or difficulty accessing learning in the classroom.</i></p> <p><i>Development and running costs of “The Bridge”, a nurture room to support children with sensory or social and emotional needs.</i></p> <p><i>Cost of a parent engagement app to facilitate greater parental engagement.</i></p> <p><i>Cost of running a group for Young Carers to support their wellbeing.</i></p>	<p>Targeted behaviour interventions can help to prevent exclusions that remove children from school for periods of time and also reduce low-level disruption that reduces learning time in the classroom.</p> <p>The Family and Inclusion worker keeps in touch with families where there are issues with attendance, working closely with our SENCo and the remainder of the pastoral team.</p> <p>The pastoral teaching assistants act as key workers for children who are struggling, meeting with them 1:1 throughout the week, and delivering targeted social and emotional programmes as required.</p> <p>The pastoral team have a role in settling and supporting the transition of our new children and prepares our departing pupils for the next stage in their education. The pastoral lead also works with children from service families.</p> <p>Some pupils may not have a quiet space for home learning or have access to necessary resources. Our homework club offers children the resources and support needed to undertake revision.</p> <p>The school’s parent app allows parents to keep up to date with what is in school, using an interface which is very accessible as its appearance is consistent with widely used social media apps. Effective communication is crucial to raise awareness of the benefit in engaging with a child’s education.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>There is a wide body of evidence associating social and emotional skills in childhood with improved outcomes in later life.</p>	1, 2, 5

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	<p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The importance of parental engagement to pupil outcomes is discussed in a number of articles, for example J Goodall - School Leadership & Management, 2013 which provides a model for good parental engagement.</p> <p>https://www.tandfonline.com/doi/abs/10.1080/13632434.2012.724668</p>	
<p><i>Development of a tiered structure for behaviour management based on clear expectations and greater consistency across the school. Set up of the behaviour module on the school MIS to allow for easy and timely recording of information around behaviour, simplifying reporting.</i></p> <p><i>Introduction of an award system to promote self esteem and encourage good behaviour – purchase of materials associated with this.</i></p>	<p>A rigorously applied, universal approach to behaviour management can have positive overall effects, helping to prevent disruption. It is important to maintain high expectations and to embed a consistent approach across the school.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2
<p><i>Direct support is provided for our disadvantaged, vulnerable families who are in need and financially struggling. This comprises of a grant towards school uniform, funding of educational visits, clubs, music tuition and a substantial contribution towards the cost of residential visits in Years 4 and 6.</i></p> <p><i>Direct support comprises a small part of our planned expenditure but has benefits for pupil wellbeing and increasing cultural capital.</i></p>	<p>Direct support provided by the school is to ensure equality of opportunity to children from disadvantaged children and is actively supported by governors.</p> <p>Support for educational visits, extra-curricular clubs and music tuition have benefits for children in terms of increasing cultural capital and have wider benefits such as more positive attitudes to learning and increased well-being.</p> <p>A small grant towards the cost of badged school uniforms each year fosters a sense of belonging.</p> <p>Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3

Total budgeted cost: £211.2k

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Part B: Review of outcomes in the previous academic year

Academic performance - In the last academic year the academic performance of disadvantaged students has improved to be close to average in maths and grammar, punctuation and spelling. Reading attainment has been close to average for the last two years. However, writing and therefore combined attainment has remained stubbornly below average for the last 3 years. Despite this there was a school gap trend that narrowed in 2025 and although attainment was below it was a non significant statistically.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	78	23%	46%	Below (sig-)	68%	-45	Not applicable	Not applicable
2025	26	31%	47%	Below (non-sig)	69%	-38	Narrowing	Low - Stability
2024	30	13%	46%	Below (sig-)	67%	-54	Widening	Low - Stability
2023	22	27%	44%	Below (non-sig)	66%	-39	Not available	Low - Stability

Attendance - Attendance for disadvantaged pupils has remained close to average in 2024/25.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding
2024/25	138	92.8%	92.6%	Close to average
2023/24	156	92.3%	92.0%	Close to average
2022/23	150	91.0%	91.6%	Close to average

Behaviour and suspensions - Suspensions (one or more) for disadvantaged pupils has increase over the three year period from 21.22 when it was below average to 23/24 where it is now above average. Although these are not statistically significant the school have identified these as a concern and activities as detailed in section wider activities action plan.

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	149	4.70%	2.33%	Above (non-sig)	No sig change	-
2022/23	155	1.94%	1.94%	Close to average (non-sig)	No sig change	-
2021/22	137	0.00%	1.63%	Below (non-sig)	Not available	-

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attendance has remained close to average and stable.

Attainment improvements in reading and maths as well as a narrowing of the combined attainment gap.

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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
National Wellbeing Programme	Imaginative Minds

Service pupil premium funding

Number of service pupils at October 2025 census (2024)	26 (36)	Service pupil premium funding allocation this year	£11,141
Measure	Details		
How did you spend your service pupil premium allocation last academic year?	As in previous years, and in line with recognised good practice, we put support in for our Service Children through increased administrative support during school holidays and a Transition Mentor. As we move into 2025/6 we are working to increase engagement with our local military base and actively seeking to identify activities to promote the wellbeing of our service children.		
What was the impact of that spending on service pupil premium eligible pupils?	<p>The increased administrative support has allowed the school to support families during school holidays when many of them want information about starting, often at short notice.</p> <p>One of our pastoral team also operates as Transition Mentor, welcoming new children to the school and helping them in preparation for moving on when parents are posted. They support children in limiting the Impact of long absences of a parent due to postings. They have been able to meet children regularly, write messages and deal with related anxieties.</p> <p>As part of their role the Mentor has helped children when faced with difficulties with making friends due to regular school movement.</p> <p>Previous surveys from Service Families have indicated that they preferred to have emotional support for their children in school to help when adults were posted overseas.</p>		

Service Children Strategy

At Brampton Village Primary School, we ensure effective monitoring of compliance with legal duties, SPP spending and impact of interventions.

BVPS supports the transition of Service pupils prior to the pupils arriving at the school. In the first instance this includes:

- sharing a bespoke pack for the pupil, with a photo and message from their new teacher and detailed school information for parents.
- allocation of a 'buddy' on arrival at the school and have settling in sessions with the Service family pastoral lead over the first few weeks.
- a phone call home to parents/ carers at the end of the first week to communicate how the transition has gone. This ensures that pupils are welcomed and settled into the school quickly and any issues can be identified and addressed.

Once the initial transition period is complete, support is ongoing with opportunities for Service families to be brought together for educational experiences and pastoral support at key points in the school year. This includes:

- support for pupils if their parent(s) is deployed by having a weekly session with a family support coordinator, where they can complete activities such as writing 'blueys' (aerogramme letters that can be sent free of charge to serving personnel overseas) or making a video call to their parent who is away.
- online/virtual parents' evenings which are a positive opportunity for parents who are away to connect with the school and stay involved in their child's education.
- a deployment form online, where parents fill in the dates and details of upcoming deployments. This enables staff to know which pupils require additional support.
- an online parent forum to facilitate communication with parents of Service pupils.
- A monthly meet up in a Service Student Group. These group sessions are led by the Service Child Champion adult and/or pastoral TA and allows older pupils to provide peer support for fellow service pupils - especially at times of deployment and transition as well as allow time for planned wellbeing activities to take place.

Planning, implementation, and evaluation

We have looked at a variety of evidence from multiple sources of data including assessments, book scrutiny, conversations with pupils, parents and staff in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used The Education Endowment Foundation Guide To The Pupil Premium to help us develop our strategy and in order to secure better outcomes for pupils.

The Education Endowment Foundation Guide To The Pupil Premium :

A tiered approach to Pupil Premium spending

<i>Teaching</i>	<i>Targeted Academic Support</i>	<i>Wider Strategies</i>
<p><i>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</i></p>	<p><i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</i></p>

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