Bracebridge Infant and Nursery School Pupil premium strategy statement 2024-2027

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.

The EEF (Education Endowment Toolkit) was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity

See link for further information https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

Pupil Premium Strategy Statement -School Overview

Detail	Data for Sept 2026
School name	Bracebridge Infant and Nursery School
Number of pupils in school 2026-27	47 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils 2026-27	36% (17)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025 (annually) Sept 2026 (annually)
Statement authorised by	Lucy Wilson
Pupil premium lead	Lucy Wilson
Governor / Trustee lead	Jess Gilbert

Funding overview 2026-27

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,881
Recovery premium funding allocation this academic year	£ 0
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	£ 21,881

Part A: Pupil premium strategy plan

Statement of Intent

To achieve the Priory Trust's mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes. The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

*Effective senior leadership and governance

*Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage

*The Trust Professional Learning Programme is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils. The strategy is integral to the whole-academy plans for education recovery.

At Bracebridge we strive to ensure that all pupils, irrespective of their background or the challenges they face make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and aspire to 'Be the best that they can be!'

We will consider the challenges faced by vulnerable pupils, for example those families open to social care, facing poverty, housing issues, EAL and SEN complications, low aspirations, and limited life experience. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We understand the greatest impact for these children will be high-quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The funding we receive for disadvantaged pupils is used to ensure that those children in receipt of funding are able to achieve as well as their peers. The funding is used specifically for:-

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

***Targeted reading and writing support including high quality phonics support. ***

Some of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. Our interventions are tailored around a 'keep up, not catch up' approach whereby we termly track all children to ensure no child is left behind and their individual needs are identified, tracked, monitored and met. We have accessed this using our current highly trained staff in school=.

We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2024-2027 focuses on the needs of this group. We focus on ensuring that support is given to these children and that adaptations are made to the curriculum to allow all children to access a full curriculum through high quality teaching and learning opportunities

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Bracebridge Infant and Nursery School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and led by the EYFS lead. Our comprehensive PSHE programme and curriculum are carefully crafted and taught to encourage further opportunities to develop children's PSED. This early intervention will help to remove these barriers sooner in the child's education. An increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs has been evident. In our strategy we focus on encouraging meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and other experiences. – ensuring that there is an equity in the acquisition of cultural capital

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged support – ensuring that attendance and punctuality is not a barrier for learning.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1 **Early Language development**	Welcomm assessments, internal observations and the increasing number of pupils with English as an Additional Language (EAL) over the past 2-3 years indicate that many children are starting school below age-related expectations for language and communication development. As a result, some pupils experience difficulties communicating effectively in a range of social and learning contexts. These challenges disproportionately affect disadvantaged pupils. Lower levels of oral language and communication skills on entry to school can hinder the progress of pupils eligible for Pupil Premium funding across all areas of the curriculum. For some disadvantaged pupils, these barriers are further compounded by lower levels of parental engagement in education. For example, some children have limited exposure to stories, books and reading at home, and may not regularly engage in shared reading with an adult. In addition, some pupils receive limited support with homework and other learning activities outside of school, which can further impact their language development and overall academic progress.
2 **Educational Outcomes**	Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Writing attainment Assessments and observations identify that disadvantaged pupils generally have greater difficulties with writing than their peers. There is a small, key group of pupils in receipt of PP not making expected progress in Year 1 and Year 2 despite interventions.
3 **Health and Wellbeing**	Our observations, discussions with pupils and families, and engagement with external agencies indicate that disadvantaged pupils and their families often require additional support to promote positive health, wellbeing and family stability. This support may include establishing effective routines, improving attendance and punctuality, and addressing wider social and economic challenges that can impact family life. During 2025/26, 38% of disadvantaged pupils' families were supported through Early Help assessments, Team Around the Family (TAF) meetings, attendance meetings and other multi-agency approaches, highlighting the significant level of need within this group. For some disadvantaged pupils, emotional wellbeing, social and behavioural needs can present barriers to learning. These challenges may affect pupils' readiness to learn, engagement in school life and ability to make sustained academic progress. As a result, targeted pastoral support and strong partnerships with families and external agencies are essential to ensure that pupils are well placed to succeed both academically and personally.

4 Cultural Capital	Discussions with parents and pupils and the rising cost of living evidence that enrichment and wider curricular opportunities are less accessible for disadvantaged 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.

Challenge Number	Intended outcome	Success Criteria
1	To improve the communication and language skills of all children on entry to school.	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment and based on assessments and observations. This will be evident through Read Write Inc and Speech and Language opportunities. Drawing Club in EYFS will impact on children's Communication and Language, as well as increased opportunities for teacher talk Parents of EYFS pupils, to be more engaged with their pupils' learning, attend regular events within school to support them in helping their children in the early years of their education. Consider the lowest 20% and further support to ensure that children are at least in line with national outcomes for disadvantaged children linked to assessment
2	To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention and provision mapping shows sustained impact of interventions and targeted support delivered when needed. Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system. Phonics- Year 1 at least 90% of

	To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points in EYFS	disadvantaged to meet standard. KS1 – 75% of PP children to meet expected standard Increase the progress for a key group of pupils in receipt of pupil premium in achieving GLD (EYFS) so that data is above national at end of Reception
3	To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high-quality teaching and targeted interventions where needed to support them in making progress.
4	To ensure all pupils have access to opportunities which develop cultural capital	Children will be provided with exciting learning including access to outdoor learning and other experiences. Disadvantaged pupils experience opportunities that provide cultural capital including:- -taking part in clubs -educational visits and workshops

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:: £6362

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop communication and language opportunities in the classroom environment and beyond for all EYFS children, increasing their ability and confidence to use language. Provide language rich learning environments Encourage children to engage in communication and language activities throughout the day and provide high quality modelling of expectations engaging in dialogue with children in EYFS consistently, modelling vocabulary and language Staff will be expected through CPD and own practice to encourage and model communication and language through their own interactions with children in the environment Staff will use a range of approaches and books to promote a love of reading and book talk through favourite five, reading to children daily, dedicated time and use of the Drawing Club	**See EEF Toolkit : Communication and language approaches** https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=improving%20communication%20and%20language 'Communication and language approaches typically have a very high impact and increase young children's learning by seven months' Feedback (+7 months – EEF Toolkit) **See EEF Toolkit : Early Literacy Approaches** https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	1 and 2

We will also provide children with a range of appropriate texts designed to engage and challenge the children- encouraging book talk Staff will engage in drawing club training led by EYFS lead throughout the year that positively impacts on children's communication and language skills and retention. Staff will engage children through storytelling, group reading, small phonics groups/teaching and tailored interventions – combining approaches	'Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach' 'Combining multiple early literacy approaches may be more effective than any single approach. This is because improvements in one specific area, does not always lead to improvements in other areas too' Feedback (+4 months – EEF Toolkit)	
Embed the use of Active Spelling in Year 2 and develop a collaborative learning approach in school focussing on improving standards in Writing Carefully construct, adapt and embed the curriculum to focus on focussing on achievements for all groups of children in classes, particularly in Writing with a collaborative approach	**See EEF Toolkit: Collaborative Learning Approaches** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches 'The evidence indicates that groups of 3 – 5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.' 'Most of the positive approaches include the promotion of talk and interaction between learners.' Feedback (+5 months – EEF Toolkit)	2
Provide children with opportunities to develop their social and emotional skills in EYFS in the classroom and beyond. Provide children through Jigsaw sessions, talking therapy, ELSA and other targeted interventions as well as opportunities intrinsic	**See EEF Toolkit: Social and Emotional Learning Strategies** https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies 'SEL strategies can have a positive impact on young children's social interactions, attitudes to learning, and on aspects of early learning across the curriculum'	2 and 3

within the EYFS curriculum to develop their social and emotional learning.	Feedback (+3 months – EEF Toolkit)	

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

Budgeted cost: £ 13,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with daily Intervention in class and 1:1 or in a small group targeted intervention linked delivered by highly trained teaching assistants to ensure children can 'keep up not catch up' Children will be able to retain more knowledge. Live marking and verbal feedback Provision mapping termly tracked and reviewed by all staff every 6-8 weeks to ensure 'no child is left behind' and children are on track and do not remain on intervention for a long period of time.	**See EEF Toolkit: Teaching Assistant Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit. Often interventions based on a clearly specified approach which teaching assistant have been trained to deliver.' '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' Feedback (+4 months – EEF Toolkit)	**ALL**
Provide children with phonics interventions to ensure all children become successful readers	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics | EEF	**2**

Effective deployment of teaching assistant to support key children and year groups Qualified teacher employed as highly trained Teaching Assistant to deliver interventions each week (15 hours)	**EEF research guidance:** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	**1 and 2**
Purchase of a handwriting scheme to support with transcription skills, reducing cognitive load to enable pupils to compose creatively.	The writing framework - GOV.UK and Improving Literacy in Key Stage 1 | EEF place emphasis on promoting fluent written transcription skills by encouraging extensive and purposeful practice. (Recommendation 6 in EEF report)	**2**

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

Total budgeted cost: £ 2128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given • Wellbeing support through mindful moments club or access to ELSA • Breakfast club provision • Sports Provision • Behaviour treat/reward system • 1:1 work • Social and Emotional intervention groups- sensory circuits	**See EEF Toolkit: Social and Emotional Learning Strategies** The EEF Toolkit evidence suggested that SEL strategies can have a positive impact on social interactions, attitudes to learning itself. Clear links to mental wellbeing Social and Emotional learning +3months **Improving Social and Emotional Learning in Primary Schools | EEF**	2 and 3

• Lego Therapy sessions • Lunchtime support to be provided by TA for vulnerable pupils who need support. • Dedicated wellbeing time and activities weekly for children to develop a range of strategies including sports, meditation, cookery sewing etc. • Revision of behaviour policy- consistent approach		
Build on our PP children's social and cultural capital and to give them access to life enriching experiences through • PP pupils encouraged to take part in an extra-curricular club and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils can engage and take part in trips and events • Support for families through early help assessments and signposting to external agencies	**See EEF Toolkit: Life Skills and Enrichment** https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., improving maths by playing chess); develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education Working with Parents to Support Children's Learning | EEF . Subsidising extra curricular activities, school trips, music lessons etc. by 50% for disadvantaged pupils	2. 3 and 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

	Desired outcomes and how they will be measured	Evaluation of impact – end of academic year
1	To improve the communication and language skills of all children on entry to school.	**Listening & Attention:** 86% of children eligible for PP met the ELG (6 out of 7) . The one child that did not have any English on arrival but made great progress from their starting point based on their Welcomm assessment and interventions. **Speaking**: 86% of children eligible for PP met the ELG (6 out of 7) . **Reading:** 72% of children eligible for PP met the ELG (5 out of 7) . **Writing:** 86% of children eligible for PP met the ELG (6 out of 7) 58% of children eligible for PP met the ELG (4 out of 7) achieved GLD indicating some more work is needed to ensure disadvantaged pupils are ready for KS1.
2	To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	In all year groups, most PP pupils made progress that was in line or above with their peers – a result of quality first teaching and targeted support intervention and provision mapping which showed sustained impact of interventions and targeted support delivered when needed. **Phonics:** In 25/26- 88% of children passed the phonics screening check. Of the 3 children in the cohort eligible for pupil premium -all 3 of them-100% passed the phonics screening check. This is an increase on the previous year. 100% of the children eligible for PP in the Y2 cohort (1 child) passed the phonics screening check **Reading**

		In 25/26, at end of KS1, 75% of children eligible (6 out of 8 children) achieved expected or above in Reading. All making huge improvements from their EYFS starting points or from their entry point into school **Writing** In 25/26, 50% of children eligible achieved expected or above in Writing. All making huge improvements from their EYFS starting points or from their entry point into school. There is still a gap to their non-disadvantaged peer hence the need for more writing support to be part of the PP strategy **Maths:** In 25/26, 75% of children eligible for PP achieved expected or above in Writing. All making huge improvements from their EYFS starting points or from their entry point into school
3	To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Wellbeing support and parenting support provided for families. Signposting of support given to PP families 38% of children eligible for PP (7 children) were Identified as needing targeted support were given access to and engaged with a fully trained ELSA (Emotional Literacy Support Assistant) weekly, (3 children) , counselling sessions/play therapy session with external agencies or other targeted wellbeing support (4 children). These were funded by school for the children as identified during PPMs, CIN , TAC meetings or as part of provision mapping. In addition weekly clubs and other events run by highly trained staff were delivered and attended by over 66% of PP children across school (12 children).
	To ensure all pupils have access to opportunities which develop cultural capital	Children were provided with exciting learning including access to outdoor learning and other experiences including Seaside trips, farm visits- 100% of PP children took part- no child was excluded All pupils benefitted from the planned enrichment experiences including workshops, trips and visitor talks in school.