



Pupil premium strategy statement – 3 year plan

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 funding had within our school.

School overview

Detail	Data
School name	Brierley C of E Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	20.6% 45 children are PP (£1515=£68,175) 7 children are PP+ (£2630=£18,410) 1 children are service children (£350=£350) Total = £86,935
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Sam Benson (Headteacher)
Pupil premium lead	Sharon Gough (Assistant Headteacher)
Governor / Trustee lead	Mrs D Cartwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,935 including PP+ and service children
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year Additional costs subsidised from school budget.	£86,935

Part A: Pupil premium strategy plan

Statement of intent

In order to meet the Government's requirements for Pupil Premium children and the spending of the grant, Brierley CE Primary School will ensure that provision is made which secures 'Quality First Teaching' and learning opportunities that meet the needs of all pupils.

At Brierley CE Primary School, our Pupil Premium strategy is rooted in the principle that disadvantaged pupils access consistently high-quality teaching, targeted academic support and carefully planned wider strategies to overcome identified barriers to learning.

We aim to ensure that disadvantaged pupils:

Achieve strong outcomes in reading, writing and maths so they are ready for the next phase of their education.

Close the attainment gap between disadvantaged pupils and their peers, with particular focus on those with SEND who are also disadvantaged.

Access a broad, ambitious and inclusive curriculum, enriched by a wide range of opportunities beyond the classroom, so that they develop knowledge, skills and aspirations to succeed in life.

Develop the language, confidence and resilience needed to thrive academically, socially and emotionally.

Maintain high attendance and reduce avoidable absence (including term-time holidays).

How this strategy works towards those aims

The strategy uses the DfE Menu of Approaches three-tier model: Tier 1 High-Quality Teaching, Tier 2 Targeted Academic Support, Tier 3 Wider Strategies. Activities are guided by evidence from the (EEF) Education Endowment Foundation and aligned to the school improvement priorities.

It prioritises scalable whole-class improvements and targeted support where diagnostic assessment identifies gaps (Adaptive teaching, small-group/one-to-one tuition, SEND Wave 2/3 interventions).

The strategy uses social and emotional learning and a nurturing approach for pupils facing SEMH challenges or family vulnerability, identifying and removing barriers to learning while building on our existing pastoral strengths and reflecting the school's Christian vision.

It monitors impact through termly pupil progress meetings, attendance tracking and evaluation by the pupil premium lead.

School priorities addressing Pupil Premium needs

1. Oracy and Vocabulary Development

Accelerate the development of Oracy and vocabulary for disadvantaged pupils so that gaps in language acquisition are rapidly reduced. Disadvantaged pupils will demonstrate the improved use of tier 2 and tier 3 vocabulary, increased participation in structured talk, and greater confidence in articulating ideas, leading to improved outcomes in reading and writing across the curriculum.

2. Writing (GPS and Composition)

Improve writing attainment for disadvantaged pupils by closing identified gaps in grammar, punctuation, spelling, and composition. Disadvantaged pupils will make accelerated progress from their starting points and increasingly write with accuracy, stamina, and independence across the curriculum, reducing the attainment gap with non-disadvantaged peers.

3. Engagement Through Adaptive and Practical Learning

Increase levels of engagement, participation and learning independence for disadvantaged pupils through adaptive teaching and purposeful practical experiences. Disadvantaged pupils will demonstrate improved on-task behaviour, resilience and conceptual understanding, leading to stronger progress across subjects.

4. Address SIAMS priorities

Develop a clear and accurate Self-Evaluation Form (SEF) that evidences disadvantaged pupils' access to high-quality, well-resourced Religious Education (RE), ensuring they benefit from an inclusive curriculum and a clear understanding of RE as distinct from Collective Worship within school life.

5. Early identification of SEND

Ensure disadvantaged pupils, including those with SEND, are identified early and provided with timely, targeted support so they can fully access, engage with and succeed across the entire curriculum.

5. Attendance and Family Engagement

Improve attendance rates for disadvantaged pupils so that they are in line with or exceed national averages and the gap with non-disadvantaged pupils is diminished. Persistent absence among disadvantaged pupils will reduce through targeted early intervention, effective family support and strengthened home-school partnerships.

6. Personal development

Ensure disadvantaged pupils benefit from rich and inclusive opportunities for personal development across the curriculum, enabling them to build confidence, resilience, character and wider life experiences.

7. British Values

Deepen disadvantaged pupils' understanding of British Values by ensuring they can confidently understand, discuss, and apply concepts such as democracy, the rule of law, individual liberty, mutual respect and tolerance.

8. Targeted Academic Support and Gap Closing

Close attainment gaps by ensuring disadvantaged pupils receive timely, evidence-informed, and carefully monitored targeted support. Interventions will lead to accelerated progress in phonics, reading, writing, and mathematics, with clear entry and exit points and demonstrable impact on narrowing the gap with peers.

9. Early Intervention (EYFS)

Increase the proportion of disadvantaged pupils achieving a Good Level of Development by prioritising early identification and support, particularly in communication, language and personal, social, and emotional development. Disadvantaged pupils will make strong progress from their starting points, reducing gaps at the end of EYFS and improving readiness for Key Stage 1.

As part of the additional provision for pupils who are vulnerable to potential underachievement, Brierley CE Primary is committed to ensuring that the needs of lower-achieving pupils are thoroughly assessed and effectively addressed, so that no child is left behind.

In providing support for children who are falling behind, we acknowledge that not all pupils who qualify for Pupil Premium funding are necessarily disadvantaged. Conversely, we recognise that not all disadvantaged pupils are registered or qualify for free school meals. The Governors retain the discretion to allocate Pupil Premium funding to support any pupil or group of pupils identified as vulnerable or at risk of underachievement.

The range of provision includes:

Facilitating pupils' access to education through a rich and varied curriculum designed to motivate, engage, and excite learning;

Providing additional teaching and learning opportunities to reinforce and extend learning;

Offering targeted support and interventions tailored to individual needs, delivered by well-trained staff

Supplying additional learning resources to ensure pupils can fully benefit from high quality, inclusive teaching.

Many pupils in receipt of Pupil Premium funding face barriers that may impede them from reaching their full potential. At Brierley CE Primary, we are committed to providing the necessary support, guidance, and resources to help these children overcome such barriers, particularly in developing their foundational skills and achieving academic success

Challenges

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

Challenge number	Detail of challenge
1	Attendance data over the past three years indicates that both attendance and punctuality among disadvantaged pupils have been approximately 4 -5% lower than that of their non-disadvantaged peers.
2	Assessments and observations indicate that absenteeism and low punctuality, negatively impacts disadvantaged pupils' progress. Furthermore, discussions with pupils suggest that some disadvantaged pupils exhibit lower levels of motivation and readiness to learn.
3.	For certain disadvantaged pupils who present with gaps in their learning, closing these gaps in line with non-disadvantaged peers proves more challenging.
4.	Some disadvantaged children begin their learning journey with a lower vocabulary which means they often find learning to read harder than other non-disadvantaged children.
5.	Baseline assessments and observations of the current FS2 cohort indicate that 100% of disadvantaged pupils are currently well below age-related expectations in personal, social, and emotional development, highlighting a critical area for targeted support and intervention.
6.	There is limited engagement from some parents of disadvantaged pupils, which results in these children receiving lower levels of support and encouragement at home, compared with their non-disadvantaged peers.
7.	Additionally, some disadvantaged pupils have reduced access to opportunities that broaden their cultural and educational experiences outside of school, limiting exposure to enrichment activities available to other pupils.
8.	Some disadvantaged pupils also exhibit lower self-esteem relative to their peers and present with social and emotional challenges, including medical, behavioural, and mental health difficulties, which can further impact their learning and overall well-being.

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>To accelerate the development of Oracy and vocabulary for disadvantaged pupils so that gaps in language acquisition are rapidly reduced. Disadvantaged pupils will demonstrate improved use of tier 2 and tier 3 vocabulary, increased participation in structured talk, and greater confidence in articulating ideas, leading to improved outcomes in reading and writing across the curriculum.</p>	<p>A clear, whole-school framework for Oracy is established and consistently implemented across all year groups and subject areas.</p> <p>Planned opportunities for structured talk, active listening, and articulate expression are evident within lessons across the curriculum.</p> <p>Teachers explicitly model, teach, and reinforce Oracy skills, including the use of appropriate vocabulary, sentence structures and spoken reasoning.</p> <p>Pupils demonstrate increasing confidence and competence in expressing ideas clearly, listening attentively and responding thoughtfully to others.</p> <p>A shared language and set of expectations for Oracy are used consistently by staff and pupils.</p> <p>Oracy is used purposefully to support learning, deepen understanding, and promote critical thinking in all subjects.</p> <p>Assessment and feedback strategies are in place to monitor and support pupils' progress in Oracy skills over time.</p> <p>90% of disadvantaged pupils will actively participate in structured talk opportunities (recorded through lesson observations/pupil voice) at least weekly across the curriculum.</p> <p>EYFS/KS1 disadvantaged pupils identified as below age-related expectations in communication and language will decrease from baseline by at least 40% by the end of each key stage.</p>
<p>To improve writing attainment for disadvantaged pupils by closing identified gaps in grammar, punctuation, spelling, and composition. Disadvantaged pupils will make accelerated progress from their starting points and increasingly write with accuracy, stamina, and independence across the curriculum, reducing the attainment gap with non-disadvantaged peers.</p>	<p>A clear, agreed whole-school approach to the teaching of writing is in place and implemented consistently across all subjects and year groups. Progression in grammar, punctuation and spelling is clearly defined, sequential and aligned with age-related expectations.</p> <p>Teachers use shared terminology, strategies and expectations to support coherence and continuity in writing instruction.</p>

Explicit teaching of grammar, punctuation, and spelling is evident and applied meaningfully within a range of writing contexts across the curriculum.

Pupils demonstrate secure and developing understanding of grammatical structures, accurate use of punctuation and increasingly confident spelling.

Written work across subjects reflects consistency in standards, presentation and application of taught skills.

Assessment and feedback are used effectively to identify gaps, inform teaching and support sustained improvement in writing outcomes.

90% of disadvantaged pupils will demonstrate improved writing stamina by successfully completing age-appropriate extended writing tasks independently at least termly across a range of curriculum subjects.

Internal progress data will show that at least 90% of disadvantaged pupils make at least expected progress in writing annually, from their individual starting points.

Book scrutiny and moderation will show that 90% of disadvantaged pupils consistently apply taught grammar, punctuation, and spelling skills accurately across the curriculum.

To increase levels of engagement, participation, and learning independence for disadvantaged pupils through adaptive teaching and purposeful practical experiences. Disadvantaged pupils will demonstrate improved on-task behaviour, resilience, and conceptual understanding, leading to stronger progress across subjects.

Practical activities are deliberately planned and integrated across lessons to support learning objectives and curriculum goals.

Activities provide hands-on, experiential learning opportunities that encourage exploration, problem solving and application of knowledge.

Pupils are actively involved in their learning, demonstrating curiosity, enthusiasm and sustained engagement during practical tasks.

Tasks are meaningful, relevant, and differentiated to meet the diverse needs, abilities and learning styles of all pupils.

Collaborative and independent practical experiences are balanced to promote teamwork, communication and individual responsibility.

Teachers provide clear instructions, demonstrating, modelling and scaffolding to ensure pupils can engage confidently and safely with practical activities.

Observation, feedback, and assessment of practical activities inform future planning and support the development of knowledge, skills and understanding.

90% of disadvantaged pupils will demonstrate sustained engagement and positive on-task behaviour in lessons, with a 50% reduction in incidents of low-level disengagement or repeated adult redirection.

90% of disadvantaged pupils will make at least expected progress annually across core subjects, through adaptive teaching and purposeful practical learning experiences.

Develop a clear and accurate Self-Evaluation Form (SEF) that evidences disadvantaged pupils' access to high-quality, well-resourced Religious Education (RE), ensuring they benefit from an inclusive curriculum and a clear understanding of RE as distinct from Collective Worship within school life.

The Self-Evaluation Form (SEF) accurately reflects the quality, inclusivity and impact of Religious Education (RE) for disadvantaged pupils, supported by clear evidence and regular review.

Disadvantaged pupils demonstrate full access to a well-resourced, high-quality RE curriculum, with participation, progress and attainment closely monitored and gaps addressed.

Curriculum planning and provision clearly show that disadvantaged pupils experience an inclusive RE curriculum that meets their needs and promotes engagement.

Pupil voice evidences that disadvantaged pupils can confidently explain the purpose of RE and clearly distinguish it from Collective Worship.

Staff consistently demonstrate secure understanding of the distinct roles of RE and Collective Worship, ensuring this is communicated effectively to pupils

Resources, enrichment opportunities, and support strategies are in place to ensure disadvantaged pupils can fully participate and succeed in RE.

Ensure disadvantaged pupils, including those with SEND, are identified early and provided with timely, targeted support so they can fully access, engage with, and succeed across the entire curriculum.

Disadvantaged pupils, including those with SEND, are identified early through effective assessment, screening and robust tracking systems.

Timely, targeted interventions and appropriate support strategies are implemented quickly to address barriers to learning.

Disadvantaged pupils with SEND demonstrate improved access to the full curriculum through adaptive teaching, appropriate scaffolding and equitable learning opportunities.

Progress, attainment, attendance, and engagement data show that disadvantaged pupils, including those with SEND, are making sustained progress across all curriculum areas.

Teachers consistently use accurate pupil information to plan effectively for disadvantaged pupils, ensuring learning is inclusive and responsive to need.

Pupil voice and parent/carer feedback demonstrate that disadvantaged pupils feel supported, included, and able to participate fully in school life.

Regular monitoring and review of provision ensure interventions are impactful, barriers are reduced, and outcomes for disadvantaged pupils continue to improve.

	<p>100% of disadvantaged pupils, including those with SEND, will be accurately identified through early screening, assessment, and tracking systems, with targeted interventions in place within 6 weeks of identified need.</p>
<p>To improve attendance rates for disadvantaged pupils so that they are in line with or exceed national averages, and the gap with non-disadvantaged pupils is diminished. Persistent absence among disadvantaged pupils will reduce through targeted early intervention, effective family support, and strengthened home–school partnerships.</p>	<p>Clear policies and procedures are in place to engage children and their parents or carers in the learning process and wider school life.</p> <p>Regular communication channels are established and maintained, ensuring parents or carers are informed, involved and supported in their child’s education.</p> <p>Attendance monitoring systems are effectively implemented, with timely identification and follow-up of persistent absences or lateness.</p> <p>Targeted support is provided to families to address barriers to attendance and engagement, including academic, social, or logistical challenges.</p> <p>Collaborative initiatives between school staff, children, and parents/carers promote shared responsibility for learning and consistent school attendance.</p> <p>Evidence demonstrates improvements in pupil engagement, participation in school activities and sustained or increased attendance rates.</p> <p>Feedback from pupils, parents/carers and staff informs ongoing strategies to enhance engagement and attendance outcomes.</p> <p>Attendance for disadvantaged pupils will increase to at least 95%, reducing the attendance gap with non-disadvantaged pupils.</p> <p>Persistent absence among disadvantaged pupils will reduce by at least 50% through targeted intervention, family support and improved parental engagement.</p>

Ensure disadvantaged pupils benefit from rich and inclusive opportunities for personal development across the curriculum, enabling them to build confidence, resilience, character, and wider life experiences.

Disadvantaged pupils consistently access a wide range of rich, inclusive personal development opportunities across the curriculum, including enrichment, leadership, cultural and extracurricular experiences.

Participation data shows increased engagement of disadvantaged pupils in clubs, trips, responsibilities, and wider school opportunities, with barriers to access identified and reduced.

100% of disadvantaged pupils will access at least 3 personal development, enrichment, or wider life experience opportunities each academic year (e.g. clubs, trips, leadership roles, cultural events, or residential).

Disadvantaged pupils demonstrate growing confidence, resilience, independence, and self-esteem through pupil voice, observation and pastoral monitoring.

Curriculum plans explicitly promote personal development for disadvantaged pupils, ensuring opportunities to develop character, wellbeing and life skills are embedded across subjects.

Disadvantaged pupils can articulate how school experiences are helping them prepare for future education, relationships, and life beyond school.

Staff proactively identify and address barriers that may limit disadvantaged pupils' participation in wider opportunities.

Monitoring and evaluation show that disadvantaged pupils experience equitable access to broader life experiences that enhance aspiration, cultural capital and personal growth.

Deepen disadvantaged pupils' understanding of British Values by ensuring they can confidently understand, discuss, and apply concepts such as democracy, the rule of law, individual liberty, mutual respect, and tolerance.

Disadvantaged pupils demonstrate secure understanding of British Values and can confidently explain democracy, the rule of law, individual liberty, mutual respect and tolerance in age-appropriate ways.

Pupil voice, discussions, and learning activities show that disadvantaged pupils can apply British Values to their own experiences, relationships and decision-making.

British Values are explicitly and consistently embedded across the curriculum and wider school life, with disadvantaged pupils fully included in related opportunities.

Disadvantaged pupils actively participate in experiences that promote British Values, such as pupil leadership, debate, community projects and social responsibility activities.

Monitoring of curriculum provision shows that disadvantaged pupils access the same high-quality teaching and enrichment related to British Values as their peers.

Behaviour, relationships, and pastoral records reflect disadvantaged pupils' growing ability to demonstrate respect, tolerance, responsibility and positive citizenship.

Close attainment gaps by ensuring disadvantaged pupils receive timely, evidence-informed, and carefully monitored targeted support. Interventions will lead to accelerated progress in phonics, reading, writing, and mathematics, with clear entry and exit points and demonstrable impact on narrowing the gap with peers.

A diverse range of enrichment opportunities, both within the classroom and through extracurricular activities, is planned and made accessible to all disadvantaged pupils.

Opportunities are designed to be inclusive, removing barriers to participation and ensuring equity of access for pupils from all backgrounds.

Learning activities and experiences are appropriately challenging, promoting high expectations and supporting pupils to achieve their full potential.

Progress and participation of disadvantaged pupils in these opportunities are systematically monitored and evaluated.

Support mechanisms, including, mentoring, guidance, or resources, are in place to enable pupils to fully engage with both academic and enrichment activities.

Evidence demonstrates that disadvantaged pupils benefit from increased engagement, skill development, and attainment through these targeted opportunities.

100% of disadvantaged pupils receiving targeted intervention in phonics, reading, writing, or mathematics will have clear baseline, progress, and exit data, with at least 85% successfully meeting their intervention targets.

Feedback from pupils, parents or carers, and staff is used to refine and enhance the quality and impact of opportunities provided.

Increase the proportion of disadvantaged pupils achieving a Good Level of Development by prioritising early identification and support, particularly in communication, language, and personal, social, and emotional development. Disadvantaged pupils will make strong progress from their starting points, reducing gaps at the end of EYFS and improving readiness for Key Stage 1.

Targeted interventions and support are identified and implemented for pupils not on track to achieve a secure understanding in phonics, reading, writing and mathematics.

Progress of these pupils is systematically monitored, with regular assessment informing the adaptation of teaching strategies and interventions.

Teaching approaches are planned to address specific learning needs and to accelerate progress toward achieving age-related expectations.

In the Early Years, focused support ensures pupils are on track to attain a Good Level of Development (GLD).

Staff collaborate effectively to share best practice, track pupil progress and evaluate the impact of interventions.

Evidence demonstrates a measurable reduction in attainment gaps between targeted pupils and their peers across both key stages.

Feedback from assessments, observations and pupil outcomes informs ongoing refinement of strategies to support the achievement of all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,695.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Development: £19,200.37</p>	<p>EEF Priority 1:</p> <p>Through individual meetings, monitoring, performance management, and whole-staff meetings, the Senior Leadership Team (SLT) will ensure the continued development of staff by implementing the four mechanisms recommended by the Education Endowment Foundation (EEF) for promoting high-quality teaching: building knowledge, motivating staff, developing teaching techniques and embedding practice.</p> <p>High quality adaptive teaching is a core principle underpinning all provision for disadvantaged pupils. In line with guidance from the Education Endowment Foundation, we prioritise high-quality teaching that is responsive to pupils' individual needs, ensuring that support is delivered through classroom practice rather than reliance on additional adult intervention alone.</p> <p>Teachers use a range of evidence-informed strategies, including explicit instruction, scaffolding, modelling, targeted questioning, and responsive feedback, to adapt teaching in real time. This ensures that disadvantaged pupils can access the same ambitious curriculum as their peers, while receiving the support necessary to overcome specific barriers to learning.</p> <p>Adaptive teaching is carefully designed to promote independence. Support is gradually reduced as pupils develop confidence, knowledge and skills, enabling them to apply their learning successfully without over-reliance on adult support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/news/effective-teacher-feedback-understanding-in-adaptive-teaching</p>	<p>3,4,5</p>

<p>CPD £14,968.66</p>	<p>EEF Priority 1:</p> <p>All staff engage in a planned, structured programme of ongoing professional development throughout the year, aligned to whole-school priorities and individual areas for development identified through performance management and monitoring. Professional development is underpinned by guidance from the Education Endowment Foundation, ensuring a focus on building knowledge, developing teaching techniques, and embedding effective practice over time.</p> <p>Staff are supported to access additional, targeted training where needed, and are expected to apply their learning directly within classroom practice. Opportunities are provided for staff to share effective approaches through coaching, peer observation, and staff meetings, ensuring that best practice is consistently disseminated and embedded across the school.</p> <p>The impact of professional development is monitored through lesson observations, book scrutiny, and pupil progress data, ensuring that improvements in teaching translate into improved outcomes for disadvantaged pupils.</p> <p>Ensuring that an effective teacher is in front of every class, and that all teachers are consistently supported to improve their practice, is a fundamental component of a successful school. This approach should be considered a priority in the allocation of Pupil Premium funding, as it directly contributes to improving outcomes for disadvantaged pupils (EEF).</p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	<p>3,4,5</p>
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<p>Mentoring</p>	<p>EEF Evidence Priority 1:</p> <p>Structured mentoring will provide trainee and early career teachers with targeted support to develop their confidence, subject knowledge and pedagogical expertise. In line with guidance from the Education Endowment Foundation, mentoring will focus on deliberate practice, instructional coaching, and regular feedback to strengthen classroom practice over time.</p> <p>Mentors will model effective teaching strategies, including adaptive teaching, scaffolding, and effective questioning, and support mentees to apply these consistently in their classrooms. This approach ensures that improvements in teaching are sustained and lead to measurable gains in pupil outcomes, particularly for disadvantaged pupils.</p> <p>Mentoring and coaching are widely recognised as effective forms of professional development, particularly for early career teachers. Schools should carefully consider the specific mechanisms they intend to implement, determining whether a mentoring or coaching approach, or a combination of both, is most appropriate to meet the needs of their staff (EEF).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mentoring-for-early-career-chemistry-teachers?utm_source=/projects-and-evaluation/projects/mentoring-for-early-career-chemistry-teachers&utm_medium=search&utm_campaign=site_search&search_term=mentoring</p> <p>Subject leader mentoring</p> <p>As a school, we have recognised that mentoring provided by a subject leader can significantly enhance a teacher's subject knowledge and pedagogical expertise. Consequently, pupils in their classes, including disadvantaged children, benefit from consistently high-quality teaching, which supports improved learning outcomes and progress.</p>	<p>3,4,5</p>
<p>Workload £300</p>	<p>EEF Evidence Priority 1:</p> <p>We have established a strong culture of staff wellbeing, underpinned by clear policies and practices that align with the recommendations of the Department for Education Workload Reduction Toolkit. Workload is carefully managed to ensure that staff can focus on high-impact teaching and professional development, supporting both staff retention and the consistent delivery of high-quality provision for disadvantaged pupils.</p> <p>Leaders regularly review systems and processes to reduce unnecessary workload, promote efficiency, and sustain a positive working environment, recognising that staff</p>	<p>3,4,5</p>

	<p>wellbeing is a key factor in maintaining effective teaching and improving pupil outcomes.</p> <p>Schools can encourage and sustain teacher motivation by ensuring that careers in teaching are attractive, manageable and rewarding. Effectively managing workload and providing access to high-quality professional development are critical factors in retaining skilled and effective teachers (EEF).</p> <p>https://www.gov.uk/guidance/school-workload-reduction-toolkit</p>	
<p>Technology £17,226 Packages include LBQ SAT's companion Kapow RWI</p>	<p>EEF Evidence Priority 1:</p> <p>Technology is used strategically across the curriculum to enhance learning and improve outcomes for disadvantaged pupils. All pupils have access to a fully functioning laptop, and are explicitly taught how to use digital tools effectively to support reading, writing, and wider curriculum learning.</p> <p>In line with guidance from the Education Endowment Foundation, the focus is on the purposeful integration of technology to support high-quality teaching, rather than its use in isolation. Teachers are trained to select and use digital approaches that enhance explanation, provide scaffolding, and enable pupils to practise and apply skills independently.</p> <p>Technology is used to support adaptive teaching, allowing pupils to access learning at an appropriate level, receive timely feedback, and develop independence. Its impact is monitored through pupil outcomes, engagement, and the quality of work produced, ensuring it contributes directly to improved attainment for disadvantaged pupils.</p> <p>Various programs across the curriculum, ensuring technology is integrated purposefully to support learning.</p> <p>The focus is no longer on whether technology should be used in the classroom, but on how it can be most effectively integrated to improve educational outcomes for young people (EEF).</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning?utm_source=/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning&utm_medium=search&utm_campaign=site_search&search_term=technology</p>	<p>2,3,4,5,7,8</p>

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

Budgeted cost: £16,627.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language, English and Mathematics</p> <p>£3,257.55</p> <p><u>FS2 / KS1</u> Daily 1:1 Read Write Inc. phonics support to reinforce learning and address gaps, ensuring pupils keep up with phonics teaching.</p> <p><u>FS2, Y1 and Y2 Maths</u> Same day responsive support is used to address gaps in understanding as they arise, enabling disadvantaged pupils to keep pace with the curriculum and engage confidently in future learning.</p> <p><u>KS2</u> Phonics, reading interventions and Fresh Start interventions in Year 3 Phonics, reading interventions and Fresh Start interventions in Year 4</p>	<p>EEF Priority 2: Targeted academic support</p> <p>Assessment and monitoring indicate that disadvantaged pupils require targeted support in oracy, reading, writing, and mathematics, particularly where opportunities to develop vocabulary, communication skills, and reading habits may be more limited outside of school. In response, we implement structured, evidence-informed interventions to address these gaps, ensuring pupils develop the foundational skills necessary to access the wider curriculum.</p> <p>These interventions are carefully planned, time-limited, and delivered by trained staff, with a focus on accelerating progress, improving language development, and fostering a sustained engagement with reading. Impact is regularly reviewed through assessment and progress monitoring to ensure that support is effective.</p> <p>Language and English form the foundational building blocks not only for academic achievement but also for future career success and fulfilling, rewarding lives (EEF).</p> <p>https://educationendowmentfoundation.org.uk/ Evidence on Mathematics from EEF https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>2,3,4,5,7,8</p>

<p>Phonics, reading interventions and Fresh Start interventions in Year 5</p> <p>Phonics, reading interventions and Fresh Start interventions in Year 6</p> <p><u>KS2 Maths</u></p> <p>Same day responsive support is used to address gaps in understanding as they arise, enabling disadvantaged pupils to keep pace with the curriculum and engage confidently in future learning.</p> <p>Maths interventions in Year 6 – boosters 1:1</p>		
<p>Targeted academic support for SEND</p> <p>£9,928</p> <p>A trained TA will provide targeted SEND provision in FS2, including:</p> <ul style="list-style-type: none"> daily 1:1 and small group interventions. • in-class scaffolding to support access to learning • structured programmes to develop communication, early phonics, and PSED skills • regular feedback to the class teacher to inform planning <p>A trained TA will deliver targeted support for pupils with SEND in Year 1 through:</p> <ul style="list-style-type: none"> • daily phonics interventions • same-day intervention to address 	<p>EEF Priority 2:</p> <p>Disadvantaged pupils with SEND receive targeted support from trained Teaching Assistants, deployed in line with guidance from the Education Endowment Foundation to supplement, not replace, high-quality teaching. Teaching Assistants deliver structured, evidence-informed interventions, alongside pre-teaching and scaffolded in-class support, enabling pupils to access the curriculum and participate fully in learning.</p> <p>Support is carefully designed to promote independence through the use of scaffolding, guided practice, and effective questioning, with a clear focus on gradually reducing reliance on adult support. Interventions are time-limited, linked to specific, assessed needs, and focused on closing identified gaps in attainment, communication, and social and emotional development.</p> <p>Impact is monitored through half-termly assessment cycles, including progress data, intervention tracking, and pupil progress meetings.</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. (EEF)</i></p> <p>Evidence from the EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2, 3, 4, 5, 7, 8</p>

<p>misconceptions in reading and writing</p> <ul style="list-style-type: none"> • in-class scaffolding to support independent task completion • structured support to develop attention, language, and early literacy skills <p>A trained TA will provide targeted SEND support in Year 2, including:</p> <ul style="list-style-type: none"> • daily interventions focused on reading fluency, basic writing skills • in-class scaffolding to support independent task completion • regular monitoring and feedback to inform next steps 		
<p>Teaching Assistants</p> <p>Teaching Assistants provide targeted intervention and scaffolded classroom support to accelerate progress and promote independence.</p>	<p>EEF Priority 2:</p> <p>Teaching Assistants play a key role in enabling disadvantaged pupils to access learning by providing carefully targeted, time-limited support that promotes independence. Through strategies such as pre-teaching, structured interventions, and scaffolded in-class support, they help pupils develop the skills and confidence needed to engage successfully with lesson content.</p> <p>Support is designed to reduce over time, with a focus on pupils applying strategies independently and taking increasing ownership of their learning. Teaching Assistants address misconceptions through timely, targeted intervention, ensuring that gaps in understanding are closed efficiently without creating dependency.</p> <p>This approach enables disadvantaged pupils to participate fully in new learning, build resilience and develop the independence required to succeed alongside their peers.</p>	<p>3, 4, 6, 8</p>

	<p>Evidence indicates that the effective deployment of Teaching Assistants can lead to an average additional progress of approximately four months over the course of a year (EEF).</p> <p>Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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<p>Tutoring £3,441.48</p> <p>Teachers, Assistant Headteacher and Head Teacher support for disadvantaged children in after school tutoring for Year 6 children in preparation for their end of KS2 assessments. This is on a 1:1 basis</p> <p>Music tuition (guitar) in KS2</p>	<p>EEF Priority 2:</p> <p>July 2025 KS2 results showed that one to one tuition of disadvantaged children in Year 6 greatly improved their performance and attainment. %%%%</p> <p><i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</i></p> <p>Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3,</p>
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<p>Peer tutoring</p> <p>Disadvantaged children have opportunities to set up and run lunchtime clubs in Year 6. These are sports, book clubs, drama and maths clubs.</p>	<p>EEF Priority 2:</p> <p>Disadvantaged children have opportunities to set up and run lunchtime clubs in Year 6. These are sports, book clubs and maths clubs. Disadvantaged children in lower year groups then participate and learn from the older children.</p> <p><i>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. (EEF)</i></p> <p>Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>3, 4, 6, 8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,612.94

Activity	Evidence that supports this approach	Challenge number
<p>Teaching Assistants for Wider Strategies</p>	<p>EEF Priority 3:</p> <p>Targeted Teaching Assistant support is deployed to meet the social, emotional and behavioural needs of disadvantaged pupils, particularly in the early years and Key Stage 1. Designated, trained Teaching Assistants provide structured support to develop pupils' self-regulation, engagement and readiness to learn, using evidence-informed strategies aligned with guidance from the Education Endowment Foundation.</p> <p>This includes daily check-ins, small group or 1:1 interventions, and in-class support focused on emotional regulation, positive behaviour and social skills. Support is carefully planned and time-limited, with a clear focus on building pupils' independence and reducing reliance on adult support over time.</p> <p>Provision is currently prioritised in FS2, Year 1 and Year 2, where early intervention has the greatest impact on long-term outcomes. The impact of this support is monitored through behaviour data, pupil engagement and progress in learning.</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</i></p> <p><i>Evidence from EEF</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>-</p>	<p>2, 3, 4, 5, 7, 8</p>

<p>PSA £3,611.30</p> <p>EWO £2,652</p> <p>Attendance incentives £3,250</p> <p>SEMH incentives £1,100</p> <p>Parent Liaison Advisor and EWO</p> <p>PSA delivers targeted family support and early intervention to improve attendance and reduce absence.</p>	<p>EEF Priority 3:</p> <p>The Parent Support Advisor (PSA) plays a key role in improving attendance and punctuality for disadvantaged pupils by working closely with pupils, families, and staff to promote high expectations and the value of regular school attendance. The PSA implements targeted strategies, including individual and class-based incentives, to encourage sustained improvements in attendance.</p> <p>Through regular communication and relationship-building, the PSA supports parents and carers to address barriers to attendance, including social, emotional and wellbeing needs. This includes close collaboration with the Education Welfare Officer (EWO) to provide coordinated, early intervention for pupils at risk of persistent absence.</p> <p>This targeted, proactive approach ensures that disadvantaged pupils and their families receive the support needed to improve attendance, engagement and readiness to learn, with impact monitored through attendance data and ongoing case reviews.</p> <p><i>Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</i></p> <p><i>The evidence suggests that three areas are particularly worth focusing on:</i></p> <ul style="list-style-type: none"> - <i>supporting parents to have high academic expectations for their children</i> - <i>developing and maintaining communication with parents about school activities and schoolwork</i> - <i>promoting the development of reading habits.(EEF)</i> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>1,7 8</p>
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<p>Arts and Sports participation £1,391.44</p>	<p>EEF Priority 3:</p> <p>Disadvantaged pupils are actively encouraged and supported to take part in, and lead, a wide range of enrichment opportunities, including sports events, performances and residential experiences. Increased participation in these activities has been shown to have a positive impact on pupils' motivation, confidence and sense of belonging within the school community.</p> <p>Evidence from school monitoring indicates that engagement in enrichment opportunities is associated with improved attendance and readiness to learn, particularly in the lead-up to key events. This approach helps to raise aspirations, strengthen engagement with school and support improved outcomes for disadvantaged pupils.</p> <p><i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p><i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.(EEF)</i></p> <p>Evidence from the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 4, 6, 7, 8</p>
<p>Breakfast Club And school dinners</p> <p>94p per meal £6,608.20</p>	<p>EEF Priority 3: Breakfast club is available for disadvantaged children from 8:00am. They may have cereals, fruit and toast while they choose activities to take part in.</p> <p>Subsidising school meals for PP children so that they have a meal each day.</p> <p>Evidence from the EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>1, 5, 6, 7, 8</p>

Pupil Premium Coordinator:

The Pupil Premium Coordinator ensures that all disadvantaged children receive the support they are entitled to receive from the PP budget as outlined in this document.

Total budgeted cost: £86,935.00

Additional costs are subsidised by the school budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcomes:

1.All Pupil Premium children will meet national expectations for attendance / persistent absence

All staff have engaged with a new attendance programme designed to increase the attendance of all disadvantaged and non-disadvantaged children. Incentives have been reviewed so that children are rewarded for increased attendance and meeting the school target of 96%.

Attendance data of disadvantaged children in this current year is 91.9%, at the end of the 2024/2025 academic year it was 92.3%

2.Increased motivation and engagement of disadvantaged children in their learning and wider curriculum.

Pupil adaptation sheets have been created so that teachers and teaching assistants know what motivates each child in their care and the adaptations they need in class. New roles for children in school include subject ambassadors and school councillors. The Brierley Curriculum has wider opportunities woven throughout so that disadvantaged children access and experience a wide and varied curriculum.

Extra-curricular activities have been planned around the interests of the disadvantaged children.

3.Disadvantaged children in KS2 make progress in line with non-disadvantaged children

Pupil premium recovery funding (24-25) went directly to help children with interventions particularly, in upper KS2 and phonics in Reception and Year 1. 97% of Y1 children passed the phonics screening check.

4.Improved communication and language of disadvantaged children early in EYFS

The current Year 1 teaching team have secured 97% in phonics testing (June 25) due to utter diligence and high expectations of the children in their care.

5.Disadvantaged children have the same level of personal and social development as non- disadvantaged children.

Baseline Assessments carried out in September 2024, show children entering FS2

arrived below ARE in personal and social development. End of year assessments, show that disadvantaged children in FS2 made at least good progress. Disadvantaged children in KS1 and KS2 were monitored through Life skills lessons alongside one-to-one intervention and group work.

6.Increased engagement of parents/carers of disadvantaged children.

Our PSA is working closely with the parents of the most disadvantaged children, particularly those who need support at home. Results suggest engagement has improved in line with their attendance. Whole school approaches to engage the wider community have also helped engage parents further, for example the Harvest Festival, choir visits to Church, Christmas productions and fayres throughout the year. However, individual class teachers have also engaged parents of disadvantaged children further with telephone calls home and inviting parents into school to encourage reading and other key skills.

7. Disadvantaged children will have equal access to life enhancing cultural opportunities

School has made great improvements to the experience of pupil premium children by increasing regular sporting events, theatre visits and school trips, to name a few. Our Brierley pledge also enhances each child's experience of our school and all pupil premium children benefit from this.

8.All disadvantaged children will have had support to feel they make a successful contribution to our school community

With priority given to the experience of disadvantaged children at Brierley, teachers create opportunities for their classes to 'stand up for what is right' through courageous advocacy. Disadvantaged children have the opportunity to have their opinions acted upon, for example they may choose to raise funds for refugees or reduce loneliness amongst our elderly community by visiting day centres .

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
Read, Write Inc Phonics	Ruth Miskin
Mastering Number	South Yorkshire Maths Hub
How to Support SEN in the Classroom	Barnsley Inclusion Services
Sustainable Maths	South Yorkshire Maths Hub

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Both children had access to key workers for well-being check-ins. They had TA intervention as and when required to meet specific needs as they arose.
What was the impact of that spending on service pupil premium eligible pupils?	Both children made expected progress and are achieving ARE in all areas of learning.