Pupil premium strategy statement
Brambles Primary Academy

This statement details Brambles Primary Academy's use of pupil premium funding to improve the attainment, attendance, participation, wellbeing and wider outcomes of disadvantaged pupils.

It sets out how our 2026/27 pupil premium strategy aligns directly with the Academy Improvement Plan (AIP) and Self Evaluation Form (SEF), using funding to remove identified barriers and improve outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Angela Inns - Principal
Pupil premium lead	Katie Roberts
Governor / Trustee lead	Kav Sangha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If our academy pools this funding, state the amount available to our school this academic year	£77,430

Part A: Pupil premium strategy plan

Statement of intent

Our whole-school vision is to create a climate where everyone succeeds, belongs and thrives. Our pupil premium strategy is an integral part of this vision and is not a separate programme for disadvantaged pupils. It is a planned use of funding to remove barriers, improve access and ensure that disadvantaged pupils benefit from the same high expectations, high-quality teaching and wider opportunities as their peers.

The strategy is directly aligned with the priorities identified in our 2026/27 SEF and AIP. In particular, we will:

- improve outcomes and progress for disadvantaged pupils, with a particular focus on KS1;
- ensure improvements in teaching translate into consistently strong outcomes for all pupils;
- ensure interventions are used effectively so pupils can 'keep up' with their peers;
- secure consistently effective inclusive classroom practice and effective adaptations;
- sustain improvements in attendance and reduce persistent absence;
- strengthen support for pupils with SEMH needs, improving emotional regulation and reducing incidents; and
- sustain improvements in Early Years provision and secure stronger outcomes for all groups of children.
- implement a purposeful digital approach, including appropriate programmes and accessibility features, to remove barriers and improve outcomes for disadvantaged pupils.

Our approach is based on the three areas of the EEF pupil premium model: high-quality teaching, targeted academic support and wider strategies. We will use assessment, pupil progress information, attendance and pastoral information to identify barriers for individual pupils and review the impact of provision regularly.

Our values of Respect, Responsibility and Achievement underpin the strategy. We respect pupils' individual backgrounds and starting points; we take responsibility for identifying and removing barriers; and we maintain high expectations so that disadvantaged pupils achieve well and develop confidence, resilience and a strong sense of belonging.

Where disadvantage overlaps with SEND, EAL, mobility, SEMH or other vulnerabilities, support will be based on identified need. Pupil premium funding will complement, rather than replace, the provision that the school is expected to provide for all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in communication, language and social development for some disadvantaged children, particularly in EYFS, can affect access to learning.
2	Some disadvantaged pupils require additional support to keep up with phonics and early reading, despite the continued strength of the Little Wandle approach.
3	Some disadvantaged pupils require targeted support to develop writing skills and apply them independently across the curriculum.
4	The AIP identifies disadvantaged pupils, particularly in KS1, as a priority for improving outcomes and progress. Gaps in attainment and progress need to narrow through high-quality teaching and timely intervention.
5	Attendance and persistent absence remain barriers for some disadvantaged pupils. Mobility and changing circumstances can add complexity to attendance and engagement.
6	Some disadvantaged pupils require additional pastoral and SEMH support to improve emotional regulation, behaviour and wellbeing. Financial circumstances can also limit access to educational visits, clubs and enrichment opportunities.
7	Some disadvantaged pupils may experience barriers to accessing learning, communicating their understanding or working independently. A purposeful digital strategy, including appropriate programmes and accessibility features, will be explored to remove barriers and improve access and outcomes.

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
Improved communication, language and early learning outcomes for disadvantaged pupils in EYFS.	Disadvantaged pupils make strong progress from their starting points; assessment identifies barriers early and targeted support is implemented promptly. The gap between disadvantaged pupils and the wider cohort narrows.
Improved phonics and early reading outcomes for disadvantaged pupils.	Disadvantaged pupils who are not secure in phonics or reading are identified quickly and receive effective Keep-Up support. Outcomes improve from the 2025/26 PP phonics baseline of 66.75%.
Improved writing outcomes for disadvantaged pupils.	Targeted pupils make accelerated progress in writing; assessment and work scrutiny show improved application of taught writing knowledge and a narrowing of gaps.
Improved outcomes and progress for disadvantaged pupils, with a particular focus on KS1.	Assessment and pupil progress information show accelerated progress for targeted pupils and a narrowing of gaps with peers. KS1 disadvantaged pupils are identified early and receive timely, appropriate support.
Improved attendance and reduced persistent absence for disadvantaged pupils.	Attendance is monitored closely, emerging concerns are addressed early and the attendance gap between disadvantaged pupils and their peers reduces. Persistent absence reduces over time.
Improved behaviour, emotional regulation and wellbeing for disadvantaged pupils who require additional support.	Targeted pupils have appropriate pastoral/SEMH support; behaviour and wellbeing information shows improved regulation, engagement and readiness to learn, with a reduction in the frequency or severity of incidents where appropriate.
Equal access to educational visits, enrichment and wider opportunities.	All pupils eligible for pupil premium funding are entitled to a 50% subsidy towards school trips. Participation is monitored and additional barriers are identified and addressed so disadvantaged pupils can access enrichment opportunities.

Improved access to learning through a purposeful digital strategy for disadvantaged pupils.	Appropriate digital programmes, tools and accessibility features are identified and trialled where they meet an identified need. Targeted pupils demonstrate improved access, engagement, independence or ability to demonstrate learning, with impact reviewed through assessment, pupil voice and classroom monitoring.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. Digital provision will be evaluated as part of the strategy where it can remove barriers and improve outcomes for disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure consistently effective inclusive classroom practice for disadvantaged pupils through the inclusion toolkit, adaptive teaching, scaffolding, responsive AfL and retrieval/review.	AIP I1, C2 and C3; SEF identifies inconsistent wave-1 adaptations and the need for teachers to use assessment information more consistently to address gaps and misconceptions. EEF: Feedback (+6 months).	4
Maintain fidelity to Little Wandle phonics and provide oral language support through WellComm and targeted speech and language approaches, particularly in EYFS and KS1.	PP review: 66.75% of PP pupils achieved the expected phonics standard in 2025/26; SEF identifies lower starting points in communication and language; AIP A3 prioritises timely intervention. EEF: Systematic synthetic phonics (+5 months).	1, 2
Continue CPD and coaching focused on writing pedagogy, modelling, feedback, moderation and high	AIP A2: ensure improvements in teaching translate into consistently strong outcomes; AIP I1: inclusive practice. EEF: Feedback (+6 months).	3, 4

expectations so improvements in teaching translate into stronger outcomes for disadvantaged pupils.		
Develop a purposeful digital strategy for disadvantaged pupils, evaluating appropriate programmes, digital tools and accessibility features on iPads to remove barriers to learning, improve independence and enable pupils to demonstrate their understanding.	AIP C1: purposeful use of iPads to enhance learning, including accessibility features and assistive technology to remove barriers. The AIP identifies increased access, engagement and participation for targeted pupils as an intended measure. EEF: technology assistance (+8 months).	4, 7

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

Budgeted cost: £53,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Keep-Up phonics and reading interventions for pupils identified through assessment.	AIP A3: pupils identified quickly and receive timely support; PP review identifies phonics as an ongoing area for improvement. EEF: Systematic synthetic phonics (+5 months).	2
Targeted small-group support in reading, writing and mathematics, with a particular focus on disadvantaged pupils in KS1.	AIP A1: improve outcomes and progress for disadvantaged pupils, with a particular focus on KS1. EEF: Small group tuition (+4 months).	3, 4
Targeted tutoring and additional academic support in KS2 where assessment identifies	AIP A1/A3: support is matched to need, reviewed regularly and adjusted where impact is limited.	4

pupils at risk of falling behind, with Feedforward and pupil progress reviews used to adapt support.	EEF: Small group tuition (+4 months).	
Speech and language programmes, including WellComm and appropriate SALT resources, for identified pupils.	PP strategy challenge 1 and SEF focus on early language and lower starting points. EEF: Oral language interventions (+6 months).	1

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

Budgeted cost: £88,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise 50% of the cost of school trips for all pupils eligible for pupil premium funding, alongside support for clubs and other enrichment where financial barriers exist.	School approach: PP funding is used to ensure disadvantaged pupils can access educational visits and wider opportunities. This supports the AIP focus on inclusion and personal development. EEF: Arts participation (+3 months).	6
Employ and deploy attendance support to monitor attendance, identify patterns early, build relationships with families and provide targeted support before absence becomes persistent.	AIP AB1: sustain improvements in attendance and reduce persistent absence; SEF identifies persistent absence as an ongoing priority. EEF: Parental engagement and mentoring (+4 months).	5
Use the pastoral team to provide nurture, wellbeing, behaviour and SEMH support, including Boxall assessment, personalised plans, regulation strategies and staff coaching.	AIP AB2: improve emotional regulation and reduce incidents; SEF notes strengthened pastoral provision and the need to support pupils with complex needs. EEF: Social and emotional learning (+4 months).	6

Support disadvantaged pupils to participate fully in the wider personal development offer, including leadership, enrichment and opportunities that strengthen confidence, resilience and belonging.	SEF: personal development is extensive and tailored to context, with enrichment including music, Forest School, Eco Club, Choir, sport and arts. EEF: Arts participation (+3 months).	6

Total budgeted cost: £177,430

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 2025/26 review provides evidence of improvement in several areas. In EYFS, 60% of disadvantaged pupils achieved GLD in 2025/26, an increase from 20% the previous year. This improvement is positive, but the 2026 SEF identifies Early Years outcomes as an area where leaders need to secure stronger outcomes for all groups.

In phonics, 66.75% of disadvantaged pupils achieved the expected standard in 2025/26. This represented a decline from the previous year and therefore remains an important priority within the 2026/27 strategy, with Little Wandle fidelity and Keep-Up provision continuing.

At the end of KS2, combined outcomes increased by 43.2% from the previous year, with maths increasing by 27%, reading by 38.9% and writing by 21.8%. The 2026 SEF and AIP nevertheless identify disadvantaged pupils, particularly in KS1, as a priority for further improvement. Leaders will therefore focus on earlier identification of barriers, high-quality classroom provision and timely intervention.

Attendance has improved over the period of the previous strategy. The SEF confirms that the academy has strengthened attendance systems through a dedicated Attendance Officer and stronger tracking, support and challenge. Persistent absence remains above national averages and is therefore a continuing AIP priority, particularly for vulnerable groups.

The academy has also strengthened pastoral provision through the appointment of a Pastoral Manager and development of a dedicated pastoral team. The 2026/27 AIP now places further emphasis on SEMH support, emotional regulation and reducing the frequency and severity of incidents for pupils who need targeted support.

The impact of the 2026/27 strategy will be evaluated through termly assessment, pupil progress meetings, attendance data, behaviour and wellbeing information, intervention reviews, learning walks, work scrutiny, pupil voice and leadership evaluation. Funding will be redirected where evidence shows that an approach is not having sufficient impact. Leaders will also evaluate the digital strategy, including the effectiveness of programmes and accessibility features for identified disadvantaged pupils, and will use evidence from assessment, pupil voice and classroom monitoring to determine whether provision should be continued, adapted or changed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times-tables	TT Rockstars
Early maths	Numberbots
Phonics	Little Wandle Letters and Sounds Revised
Speech and Language assessment and intervention	WellComm
Reading	Oxford Reading Buddies
Early reading and maths	IDL

Service pupil premium funding (optional)

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