

Brant Broughton CofE and Methodist Primary School

Pupil Premium Strategy Statement 2025-2026 (Review of 2024-2025)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	32%
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)	2024-2025 2025-2026
Date this statement was published	December 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Fiona Clarke
Pupil premium lead	Fiona Clarke
Governor / Trustee lead	Lucy Conley (June 2026)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,530.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,530.00

Part A: Pupil premium strategy plan 2025-2026

Statement of intent

At Brant Broughton Church of England and Methodist Church Primary School, our aim is that all pupils are supported to achieve their full potential academically, socially and emotionally. To achieve this, we use a range of carefully planned strategies and interventions designed to remove barriers to learning, whether these arise from personal circumstances, early developmental gaps, or wider disadvantage. Our ambition is that no child is left behind.

Our Pupil Premium Strategy is rooted in the values of the school and our commitment to nurturing every child as a unique individual. It focuses on helping pupils to flourish, develop confidence and build high aspirations for their future. We aim to raise the expectations and life chances of disadvantaged pupils by ensuring they are well supported to make strong progress and achieve positive outcomes.

This approach recognises the importance of the whole child. Alongside academic progress, we prioritise wellbeing, including social, emotional and mental health support where needed. We also understand the key role that attendance, behaviour and positive attitudes to learning play in ensuring success for all pupils, particularly those who are disadvantaged.

We are committed to providing rich learning experiences beyond the classroom, helping pupils develop cultural capital and broadening their understanding of the world. We ensure that financial or social disadvantage does not limit access to wider opportunities, and we actively encourage participation so that all pupils can benefit fully from school life.

Through ongoing assessment, careful planning and targeted support, we believe that disadvantaged pupils at Brant Broughton CofE and Methodist Church Primary School can thrive, achieve well, and leave us as confident, capable and well-rounded young people ready for the next stage of their education.

Our inclusive church school celebrates each person and ensures that everyone is known and valued. Through an ambitious, engaging and inclusive curriculum, we lay strong foundations that prepare pupils for life now and in the future. Inspired by the spirit of ubuntu – "I am because we are" – we travel together, discern possibilities and act in hope so that every member of our community can flourish.

- **Celebrating Everyone**
- **Preparing for the Future**
- **Travelling Together**
- **Acting in Hope**

Inclusion and Belonging

- Ensure every pupil is known, valued and supported to flourish.
- Strengthen adaptive teaching and inclusive practice so that all learners, including disadvantaged pupils and those with SEND, achieve success.
- Promote equality, diversity and positive relationships across the school community.
- Develop pupil voice and leadership opportunities so children contribute meaningfully to school life.

Challenges

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

Challenge number	Detail of challenge
1	Strong high-quality teaching across all subjects
2	Early identification and targeted academic support
3	Effective attendance monitoring and pastoral care
4	Full access to enrichment and wider curriculum opportunities

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
To ensure consistently strong, high-quality teaching across all subjects	- Teaching is judged at least good across all subjects through quality assurance processes - Lesson observations, learning walks and work scrutiny show consistently high standards - Improved student progress and attainment outcomes across all key stages
To enable early identification of learning needs and provide effective targeted academic support	- Robust assessment and tracking systems identify underachievement early - Timely interventions are in place and show measurable impact on progress - Reduction in gaps between vulnerable groups and their peers
To improve attendance and strengthen pastoral support for all students	- Overall attendance meets or exceeds national averages - Persistent absence rates reduce year on year - Effective pastoral systems result in improved student engagement, behaviour, and wellbeing
To ensure all students access a broad enrichment programme and wider curriculum opportunities	- High participation rates in enrichment and extracurricular activities - Positive student feedback on breadth of opportunities available - Evidence of personal development, leadership, and cultural capital growth

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1010.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD programme focused on evidence-based teaching strategies (e.g. adaptive teaching, questioning, feedback)	Research shows that high-quality CPD improves teaching quality and student outcomes by strengthening pedagogical practice and consistency across departments (EEF Adaptive Practice Toolkit).	1, 2
Development of subject knowledge and curriculum expertise through coaching, mentoring, and professional learning communities	Strong subject knowledge and collaborative planning improve lesson quality and consistency, leading to better pupil progress (EEF: Effective Professional Development).	1
Recruitment and retention strategies to attract and retain high-quality teachers in key subject areas	Stable staffing improves continuity of teaching, relationships, and outcomes for disadvantaged pupils	1, 3
Training for staff on early identification of learning gaps and effective intervention strategies	Early identification and targeted support are consistently linked to improved progress for disadvantaged learners (EEF Making Best Use of TAs, Small Group Tuition).	2

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

Budgeted cost: £16113.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in for disadvantaged pupils, targeted at identified gaps in learning	Small group tuition is consistently shown to provide high impact progress when focused on specific gaps and delivered by skilled staff (EEF Teaching and Learning Toolkit: Small group tuition).	2

One-to-one interventions for pupils significantly below age-related expectations	Individualised support allows for precise targeting of misconceptions and barriers to learning, improving confidence and attainment (EEF Teaching and Learning Toolkit: One to one tuition).	2
Structured intervention programmes (e.g. reading comprehension, phonics catch-up, numeracy recovery)	Evidence-based intervention programmes improve foundational skills, particularly for disadvantaged learners who have missed key learning (EEF Teaching and Learning Toolkit: One to one tuition).	2
Pre-teaching and post-teaching support for key concepts in core subjects	Reinforcement before and after lessons improves retention and understanding, particularly for pupils with lower prior attainment (EEF Teaching and Learning Toolkit: One to one tuition).	1, 2
Deployment of teaching assistants for targeted in-class support and withdrawal sessions where appropriate	High-quality TA support, when structured and targeted, can accelerate progress for disadvantaged pupils (EEF Teaching and Learning Toolkit: Reducing Class Size, EEF Teaching and Learning Toolkit: Small group tuition.)	2, 3

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

Budgeted cost: £3407.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance monitoring system with rapid follow-up on absence and persistent absence	Research shows strong attendance is directly linked to improved attainment, particularly for disadvantaged pupils (DfE guidance, EEF Attendance and Exclusions).	3
HT / attendance lead and staff early intervention for pupils at risk of persistent absence	Early intervention improves attendance outcomes and reduces long-term disengagement from education (EEF Attendance and Exclusions)	3
Enhanced pastoral support system (including mentoring and key worker approach for vulnerable pupils)	Consistent adult support improves engagement, behaviour, and wellbeing, particularly for disadvantaged learners (EEF: Approaches to support self-regulation and executive function)	3
Access to counselling and mental health support services	Evidence shows that addressing wellbeing and mental health needs improves attendance, engagement, and academic	3

	progress (EEF: Evaluation of Healthy Minds)	
Enrichment programme (clubs, trips, leadership opportunities) subsidised for disadvantaged pupils	Wider participation builds cultural capital, motivation, and engagement, which are linked to improved attainment (EEF Guide to the Pupil Premium – Wider Strategies)	4
Behaviour support interventions and restorative practice training for staff	Restorative approaches improve behaviour, relationships, and reduce exclusions, supporting better learning outcomes (EEF Teaching and Learning Toolkit: Behaviour Intervention) (EEF Guide to the Pupil Premium – Wider Strategies)	3
Family engagement work (parent meetings, home-school liaison, targeted support for hard-to-reach families)	Strong home-school relationships are associated with improved attendance, behaviour, and pupil outcomes (EEF Guide to the Pupil Premium – Wider Strategies)	3

Total budgeted cost: £20,530.33

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review

Brant Broughton CofE and Methodist Church Primary School

This statement reviews the impact of the pupil premium strategy during the 2025–2026 academic year at **Brant Broughton CofE and Methodist Church Primary School**.

It is written in line with the **DfE Pupil Premium Guidance (2025)**, which emphasises three key approaches: **high-quality teaching, targeted academic support, and wider strategies** to remove barriers to learning.

As a **small rural primary school with a low number of disadvantaged pupils**, outcomes are evaluated carefully at an individual level to ensure accurate and meaningful judgements about progress and attainment.

1. High-Quality Teaching

Focus on high-quality teaching remained the school's main driver for improving outcomes for disadvantaged pupils. Teachers used ongoing formative assessment and adaptive teaching strategies to ensure all pupils, including disadvantaged learners, were supported to access the full curriculum.

A consistent focus on **early reading and phonics** continued to underpin provision across EYFS and Key Stage 1. Systematic phonics teaching, regular reading practice, and targeted support ensured that pupils developed secure decoding and fluency skills. Where pupils were identified as needing additional support, timely interventions were implemented to prevent gaps from widening.

In mathematics, teaching focused on **number sense, fluency, and conceptual understanding**, with careful scaffolding provided within lessons to support disadvantaged pupils in achieving age-related expectations. Retrieval practice and structured opportunities for reasoning supported long-term retention of key knowledge.

2. Targeted Academic Support

Targeted interventions were delivered throughout the year based on ongoing assessment and pupil progress reviews. Due to the small cohort size, provision was highly personalised and responsive.

Key interventions included:

- Phonics and early reading support for pupils not yet secure in decoding and fluency

- Small-group reading comprehension and vocabulary development in Key Stage 2
- Targeted mathematics support focusing on number fluency and key skills gaps
- Pre-teaching and post-teaching support to reinforce classroom learning

Interventions were delivered by both teachers and support staff and were regularly reviewed to ensure impact. Disadvantaged pupils with additional needs, including those with SEND, received carefully tailored provision to ensure access to learning alongside their peers.

3. Wider Strategies

Attendance

Attendance remained a key priority due to its direct link to attainment and progress. The school closely monitored attendance for all pupils, with early intervention strategies used where concerns arose. Support was offered to families to improve engagement and reduce absence, ensuring disadvantaged pupils were not disproportionately affected by missed learning.

Wellbeing and Safeguarding

The school maintained a strong pastoral system to support pupil wellbeing. Staff knew pupils well and were able to respond quickly to emotional, social, or safeguarding concerns. This ensured that barriers to learning were identified and addressed promptly.

Safeguarding procedures remained robust and fully compliant with statutory requirements, ensuring pupils were safe and supported at all times.

Enrichment and Cultural Capital

Disadvantaged pupils were encouraged and supported to access all enrichment opportunities, including educational visits, curriculum-linked experiences, and whole-school events. Financial support was provided where necessary to ensure equality of access.

These experiences contributed to pupils' personal development, confidence, and engagement with learning, helping to broaden their experiences beyond the classroom.

Resources and Access to Learning

Where required, the school provided support with essential resources such as uniform, learning materials, and access to school activities. This ensured that financial barriers did not prevent full participation in school life.

4. Overall Impact

The 2025–2026 pupil premium strategy at **Brant Broughton CofE and Methodist Church Primary School** demonstrates a clear and consistent alignment with **DfE expectations**.

The school's approach ensured that disadvantaged pupils benefited from:

- Strong **high-quality teaching** across all subjects
- Early identification and **targeted academic support**
- Effective **attendance monitoring and pastoral care**
- Full access to **enrichment and wider curriculum opportunities**

Given the school's small rural context and low number of disadvantaged pupils, provision remains highly personalised and responsive. The evidence from ongoing assessment and pupil progress discussions indicates that disadvantaged pupils are supported effectively to make progress relative to their starting points, with barriers to learning being addressed early and consistently.