Brundall Primary Pupil Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our 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.

Although the term 'disadvantage' is used throughout this statement, we as a school do not think this is a positive or helpful description of many of our families. Some children have vulnerabilities and are under resourced compared to other members of our school community.

School Overview

Detail	Data
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers	2023/24 to 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed (has been reviewed)	October 2026
Statement authorised by	Sarah Shirras Executive Headteacher
Pupil premium lead	Hannah Michael SENCO and AHT
Governor lead	Sophie Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (24-25)	£78,880
Recovery premium funding allocation this financial year	£872
Pupil premium funding carried forward from previous years	0
Total budget for this financial year	£79752

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We are mindful of the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are 'disadvantaged' or not.

High-quality teaching is at the heart of our approach, 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 below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

We understand that many children and families face challenges that do not come under the acknowledged definition of 'disadvantage'. We work closely with families to help us understand the challenges they face, some of which are new and some related to the current economic situation. Our overall strategy is design to ensure high quality teaching and provision for all children, being mindful of those who need additional academic and emotional support.

We understand that some children have compound vulnerabilities, for example a recognised SEND as well as other vulnerabilities. We work closely with families to sure we understand these compound vulnerabilities and the impact they have on children's learning.

We are working hard to ensure that no aspect of school life is 'out of bounds' to any child because of their context. This includes financial cost (eg trips, residentials, after school clubs) and the practicalities and emotional confidence to attend all events. No aspect of school life should be inaccessible to any child.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that nothing we do as staff compounds vulnerability eg setting home learning that children do not have the resource to complete
- ensure we are aware of who has learnt what and adapt future teaching accordingly
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Detail of challenge ***and Intended Outcomes***
1. Our data shows attainment in phonics is good and there is no gap between disadvantaged and non-disadvantaged children. However, this is still an area that we priorities for all children to ensure they have the very best start. *For our disadvantaged children to achieve 32 in the phonic check*
2. A focus for the school is oracy including subject specific vocabulary. This is across the school and includes all children including disadvantaged children.
3. Our data shows low numbers of children registered for Free School Meals in Reception and Key Stage 1. We are unsure if families have not registered for FSM (not needing to register to get free meals) or are not entitled. *4. Continue to promote registering for FSM to our families, including the additional benefits it can bring, in order to ensure we know who is financially entitled to them. Promote in our newsletter*
5. Our data shows a small gap between the average score in the Multiplication Tables Check in Year 4 of non-disadvantaged to disadvantage. 6 children scored 25 however only 1 child who is disadvantaged scored 25. The average score for the cohort was 18.2 however for disadvantaged children this score was 16. *To ensure QFT and intervention supports the fluency of tables for all children, enabling them to score more highly in this test and to be confident mathematicians as they move in to Upper KS2. To give all children the opportunity for extensive practice in school, supporting automaticity. To ensure all children have access to online resources (eg TT Rockstars), making these available in school where necessary and ensuring children have paper copies of the booklets to take home)*
6. Our 2025 Key Stage 2 outcomes show gaps between disadvantaged and non-disadvantaged children in maths and a slight difference in reading. sch nat dis R 63% 75% 60% W 58% 72% 60% M 66% 74% 72% 50% However, these figures need close analysis as some PP children achieved very highly and some had compound vulnerabilities, including SEND. *Our observation and assessments should indicate no gaps between our disadvantaged and non- disadvantaged children.*
7. Our assessments observations and discussions with pupils and families have identified social and emotional issues for pupils, some disadvantaged and others not. Some relate to family circumstances and some to other forms of wellbeing concerns. As part of our overall strategy, these children and families will be supported regardless of whether they have a recognized disadvantage 'flag'.
8. Our attendance data for 2024-25 shows a difference between the overall attendance of those who are disadvantaged and those not 93.74% and 87.73%. However, this includes a small group of our disadvantaged children who have significantly low attendance. *To support families in their individual contexts to attend school more regularly.*

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.

Quality First Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
In line with our School Development Plan, we are focusing on 'The Way Teaching Support Pupils to Learn', improving all our teaching to ensure the needs of all children are being addressed. Modelling of learning and expected outcome so no child is disadvantaged. The development of whole school approaches with clear I try, We try, You try modelling and focused marking.	EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider https://bennewmark.wordpress.com/2020/12/09/managing-means-of-participation/ '	2,3
To continue to embed the use of phonics teaching for all pupils in Reception, Year 1 and 2 and extending this in to KS2 for those children identified as needing this support. Continue to adopt ideas and strategies given to us by the Wensum Hub and use our phonics lead to support teaching and learning in this subject.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
To ensure that our teaching of writing to all children is of high quality, responding in and between lessons to the evidence of their learning. To ensure children are keeping up interventions are in place. Marking and feedback approach is consistently used.	EEF 5-a-day approach EEF 'Teacher Feedback to Improve Children's Learning' https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider The Writing Framework 2025	3
To ensure that teaching of maths is of high quality, that learning is revisited frequently and children are targeted for interventions in a timely fashion.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support. Data is analysed and this enables all children to keep up.	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 | Toolkit Strand | Education Endowment Foundation | EEF	1
Using a range of strategies to instill a love of reading in all children, modelling reading for pleasure as adults and having a wide range of knowledge of books to support children in sourcing books they will love to read (library, adult talk about books – book blether, daily read aloud) Reading festivals and author visits.	Research Evidence on Reading for Pleasure DfE 2012 The Reading Framework 2021 updated 2023 Open University EEF Reading for Pleasure groups	3
Use timely interventions by members of SLT, TA and a HLTA to ensure that children are not falling behind including those who are disadvantaged. Training given to all staff to ensure that interventions are of high quality.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2,3

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed

Working with families to ensure we understand barriers to attending school events and supporting families where finances may prevent equality of opportunity		
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	All staff trained in Steps to ensure a whole school approach. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Updated behaviour policy with scripts Training and revisit opportunities for staff	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and working attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

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.

For several years, our data has shown lower academic performance for our disadvantaged pupils. Our assessment of the reasons for these outcomes includes Covid-19 impact, which disrupted our school population including those who were not attending school when schools were closed.

Our Year 1 phonics data from 2025 shows the impact of the scheme and the work we have done with the English Hub. There has been a sharp focus on Quality First Teaching, ensuring consistency across and progress through our school. This will support the progress of our disadvantaged children as well as all others.
Parent teacher meetings held termly which are well attended. Interventions are shared with parents and how to guides are included on our website.

Poor attendance and lateness to school has had an impact on the learning of some of our disadvantaged children. We work closely with families to support improved attendance and help address issues that prevent this from happening.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, as experienced by many schools nationally. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our pastoral worker works with children and their families to understand the issues they face, help to overcome these and to signpost to other agencies.

Service pupil premium funding

We have a very low number of Service children (2 in 2024-25). We work with individual families to identify specific areas of need.