



**School Intent:**

**Together We Believe, Together We Achieve**

We aim for all pupils at Brandesburton Primary School to experience a high quality education and develop the knowledge, skills, understanding and attitude required to lead a fulfilling life in our local and global communities, today and in the future. This requires the active and mutual partnership of our whole school community.

The targeted and strategic use of pupil premium will support us in achieving our intent.

**The Pupil Premium — DFE Guidance**

The pupil premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2025/26 financial year, schools will receive the following funding for each child registered as eligible for free school meals, at any point in the last 6 years:

- £1,515 for pupils in reception year to year 6
- Schools receive £2,630 for each pupil identified in the spring school census as having left local-authority care because of one of the following:
  - adoption
  - a special guardianship order
  - a child arrangements order
  - a residence order
- Schools also receive £350 per child for service children
- £1 per hour per eligible child in EYFS

Please click on the web page below for further information:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

The DFE states that it is for schools to decide how the Pupil Premium is spent. Each school is held accountable for how they use this additional funding. Measures are included in the performance tables that capture the achievement of these children.

**Principles**

At Brandesburton Primary School our ethos is wholly inclusive and based upon equal opportunity for all; we recognise that the route children take through school will be unique to them, and dependent upon an enormous range of factors both in school and beyond. We therefore ensure that teaching and learning opportunities meet the needs of all our pupils and in doing so have a variety of initiatives which are deployed to support children in performance and/or provide enrichment to extend learning further. Our work is aimed at accelerating progress.

The governing body is clear that eligibility for Pupil Premium funding must not be confused with low ability. All pupils in receipt of the funding will be encouraged to achieve the highest levels. We do not label children in terms of potential, but seek ways to find success and enjoyment in learning and thus allocate the Pupil Premium funding in ways which impact positively on achievement and progress.

**Provision**

We believe the best way of ensuring success is to focus on excellent classroom teaching for all pupils across the school. This is reflected in strategic budget planning which seeks to maximise value for money (including PPG expenditure), and exploit our human resources in the most efficient way possible. We also fund additional programmes and resources for groups and individuals, and act in a responsive way to needs that may arise during the school year.

- A clear policy on spending the Pupil Premium is agreed by the Governing Body.
- Pupils Premium spending is included in the SIP and linked to staff appraisal discussions as appropriate.
- Day to day 'Quality First Teaching' is monitored to ensure it meets the needs of all learners.
- All staff are aware of the Pupil Premium children in their classes and are accountable for their progress. Termly progress review meetings will be held each term.
- There is a clear understanding of expected outcomes for interventions.
- Frequent use is made of attainment and progress data to check effectiveness of provision, and strategies are adjusted accordingly (not retrospectively).
- Research based interventions are considered.

- Support staff are highly trained.
- Parents are fully involved.

At Brandesburton School we utilise a wide range of initiatives aimed at helping children overcome their own barriers and to 'close the gap' with other pupils of their age, should the need arise. For some pupils, the barrier may not be directly related to their learning in class; in these cases we endeavour to support the family in whatever way we can.

The range of provision the Governors consider includes:

- Increasing staff/pupil ratios to allow more additional guided work and focused targeted teaching.
- Providing small group work with a teacher, or experienced HLTA/TA to overcome 'barriers' to learning. Or additional opportunities provided by teachers, HLTA's or other agencies.
- Acquiring effective materials aimed at raising standards, e.g. providing resources to support able children eligible for Pupil Premium to achieve a 'greater depth' at KS 1 and 2.
- 1-1 tuition in English and Maths
- Specific intervention programmes, e.g. Dyslexia targeted intervention
- Social Skills / Language Groups, Chat and Chill sessions
- Funding may also be used to address inequalities of opportunity and support additional activities.

A large proportion of our funding is spent on additional classroom support. Staff are aware of which children are eligible for the pupil premium and provide additional, frequent, targeted support. Teachers produce timetables detailing different support activities: the focus, intended outcome, specific success criteria, who will lead the support when the support will happen and who else will benefit from the support.

Where necessary, funding is also used to release members of staff to conduct assessments/observations and prepare case studies, track individual pupils and research 'what works well' or to meet with parents or other agencies.

### **Monitoring and Evaluation**

We carefully monitor and evaluate outcomes for all pupils and for those pupils eligible for the premium, reviews take place regularly, at least once a term. The involvement of the senior leaders, and present, previous and future teachers provide a broad overview of each child.

While we understand the need to monitor and evaluate, we also acknowledge that very small cohorts can sometimes make these judgements misleading. Where possible, we try and judge overall success by considering the broad outcomes for a child over time rather than simply comparing a narrow set of test scores against those of other children.

### **Reporting**

It is the responsibility of the Headteacher and delegated members of staff, to have a clear overview of how the funding is being spent and produce regular reports for the Governors' Curriculum and Standards committee. These include:

- reports detailing the progress made towards narrowing the gap and/or extending learning further.
- an outline of provision since the last meeting.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Governors are involved with senior leaders in decisions about how the funding is spent and the effectiveness of this. Mrs E Carey is our link governor with overall responsibility.

The Governors of the school ensure that there is an annual statement to on how the funding has been used and the impact. This task is carried out annually within the requirements published by the DfE. The governing Body is very careful to publish only limited data relating to the very small cohorts. In some cases, the data for a particular year can be drawn from one single pupil and thus feel it is neither helpful nor fair for this data to be identifiable on our website.

September 2025

To be reviewed September 2026