

Pupil premium strategy statement – Brandesburton Primary school 2026 – 2027

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 (26/27)	115
Proportion (%) of pupil premium eligible pupils	14/115 (12%)
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)	2026 – 2027 2027 – 2028 2028 - 2029
Date this statement was published	02.11.2026
Date on which it will be reviewed	02.11.2027
Statement authorised by	S.Marlow
Pupil premium lead	L. Northen
Governor / Trustee lead	S. Marlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,440
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>	n/a

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy – Brandesburton Primary School

Our vision

At Brandesburton Primary School, our ambition is for every child, regardless of background or individual circumstances, to make strong progress, achieve well and thrive. Our use of the Pupil Premium Grant is focused on ensuring that disadvantaged pupils receive high-quality teaching, appropriate support and enriching opportunities that enable them to develop the knowledge, skills, confidence and resilience they need to succeed both in school and beyond.

High-quality teaching is at the heart of our approach. Through our commitment to high expectations, inclusive practice and our whole-school Toolkit for Life approach, we aim to remove barriers to learning and ensure that every child feels valued, supported and able to achieve their potential. We recognise that disadvantage can present itself in different ways and that pupils may experience academic, social, emotional or wider barriers that affect their learning and participation. Our approach is therefore responsive to the needs of individual pupils and informed by evidence, professional expertise and ongoing evaluation.

Our provision is designed to strengthen outcomes for disadvantaged pupils while also contributing positively to the learning, wellbeing and experiences of all pupils across the school.

Our core objectives

- Remove barriers to learning associated with disadvantage and individual circumstances.
- Improve attainment and progress, ensuring disadvantaged pupils develop secure foundational knowledge and skills.
- Ensure all pupils become confident, fluent readers who can access the full breadth of the curriculum.
- Develop pupils' communication, confidence, independence and resilience.
- Promote positive social and emotional wellbeing, strong relationships and a sense of belonging.
- Provide access to a broad range of enrichment opportunities that develop pupils' interests, aspirations and understanding of the world.

Our approach

Pupil Premium funding is allocated in response to the specific needs of our pupils and the priorities identified through school assessment, monitoring and professional discussion. Our approach is informed by the strongest available evidence, including guidance and research from the Education Endowment Foundation (EEF).

All teaching staff contribute to identifying pupils' strengths, barriers and support needs. Through ongoing assessment, pupil progress discussions and regular review of provision, we aim to ensure that funding is used effectively and that support has a measurable impact on pupils' learning, wellbeing and wider development.

We recognise that disadvantage is not experienced in the same way by every child. Our provision therefore combines high-quality classroom teaching with targeted academic support, appropriate pastoral provision and opportunities to participate fully in school life.

Our school context

Brandesburton Primary School is a small primary school serving its local village and surrounding rural community in the East Riding of Yorkshire. In January 2026, the school had 136 pupils on roll, with 12.5% of pupils recorded

as eligible for or having claimed free school meals within the previous six years (FSM6). This proportion was below the national average in the IDSR school characteristics data.

The proportion of pupils receiving SEN support was 10.29% in 2026, while 2.21% of pupils had an Education, Health and Care (EHC) plan. The school recognises that pupils may experience barriers to learning that are not always reflected in eligibility for Pupil Premium funding. We therefore maintain a strong focus on understanding each child's circumstances and ensuring that appropriate support is available where need is identified.

The school's pupil population has remained relatively stable compared with national patterns, supporting the development of strong relationships with pupils and families. Our close-knit school community provides opportunities to know pupils well, work in partnership with families and tailor provision to individual needs.

Our Pupil Premium strategy reflects this context. We aim to ensure that disadvantaged pupils benefit from the strengths of our school community, high expectations, inclusive teaching and a rich curriculum, alongside targeted support where required.

Key principles

High-quality teaching for all

We prioritise consistently strong teaching, learning and assessment across the school. Teachers use ongoing assessment and knowledge of individual pupils to identify gaps in learning, address misconceptions and adapt teaching so that pupils develop secure knowledge and skills.

Targeted support informed by evidence

Support is matched to identified need and designed to complement high-quality classroom teaching. Class teachers and leaders review pupils' progress and the impact of interventions regularly, adapting provision where necessary to ensure that support remains purposeful and effective.

Strong foundations in learning

We prioritise the development of communication and language, reading, writing and mathematics so that pupils develop the essential knowledge and skills needed to access the wider curriculum and make sustained progress.

Holistic support for wider barriers

We recognise the importance of pupils' social, emotional and mental wellbeing in enabling them to learn successfully. Where appropriate, pupils receive targeted pastoral support to develop confidence, emotional regulation, positive relationships and resilience.

Inclusion, belonging and enrichment

Through our inclusive ethos and Toolkit for Life, we aim to ensure that disadvantaged pupils feel safe, valued and part of the school community. We provide opportunities for pupils to develop their interests, discover new talents, build aspirations and participate in enrichment activities that broaden their experiences beyond the classroom.

Needs-led use of funding

Pupil Premium funding is allocated following careful consideration of pupils' needs, school priorities and the anticipated impact of provision. We recognise that some children experience barriers to learning without being eligible for Pupil Premium funding and that disadvantaged pupils may require different levels or types of support. Funding decisions are therefore informed by evidence, need and the potential to improve outcomes.

Evaluating impact

We evaluate the impact of our Pupil Premium strategy through assessment information, pupil progress, the effectiveness of interventions, attendance, pupil voice and wider evidence of pupils' engagement and wellbeing. Leaders and teachers use this information to identify what is working well, address emerging needs and refine provision.

Our ultimate aim is to ensure that disadvantaged pupils at Brandesburton Primary School make strong progress, achieve well and develop the knowledge, confidence and personal qualities they need to flourish throughout their education and in later life.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress: Assessment information, classroom observations and discussions with pupils indicate that disadvantaged pupils can experience greater gaps in foundational knowledge and skills in reading, writing, mathematics and phonics. This reinforces the importance of identifying needs early and providing targeted support to secure progress.
2	Special educational needs: School assessment data indicates that 35% of disadvantaged pupils also have identified special educational needs. This highlights the importance of ensuring that provision is responsive to pupils' individual learning needs and that support is carefully coordinated to enable all pupils to achieve their potential.
3	Attendance: Attendance data over the past three years indicates that attendance among disadvantaged pupils has been between one and three percentage points lower than that of their non-disadvantaged peers. Continued monitoring and early intervention are therefore important to promote regular attendance and ensure that disadvantaged pupils benefit fully from their education.
4	Increasing numbers of pupils are presenting with social, emotional and mental health barriers The school has seen a significant increase in the numbers of pupils requiring support to access their learning and education fully, as a result of social, emotional and mental health needs. A significant proportion of these pupils are from disadvantaged backgrounds.
5	The proportions of disadvantaged pupils who are vulnerable to not achieving the expected standard by the end of key stage two is greater than those who are not PP.

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 improve progress of disadvantaged SEND pupils across all key stages.	Outcomes by 2026/27 show that progress of disadvantaged SEND pupils is in line with or above compared to non-SEND disadvantaged pupils from their starting points.
To sustain and improve progress in reading, writing and maths for disadvantaged pupils across all key stages	Outcomes by 2026/27 show that progress of disadvantaged pupils is in line or above with non-disadvantaged pupils in reading, writing and maths from their starting points.
To sustain and improve attainment in reading, writing and maths amongst disadvantaged pupils across all key stages	In EYFS the gap between disadvantaged pupils and other pupils achieving GLD is narrowing Data shows that children from the same starting points (both disadvantaged and non disadvantaged) achieve in line with each other. % of disadvantaged achieving GLD is within 10% of national average of all pupils nationally. At the end of KS2, sustain % of disadvantaged pupils reaching the expected standard in reading, writing and maths is in line with or above national average for all pupils nationally.
To improve attainment in Y1 phonics for all pupils, particularly our disadvantaged pupils	The gap between disadvantaged pupils and other pupils achieving the expected standard in PSC is narrowing Outcomes of the PSC show that disadvantaged pupils attainment % reaching required standard is within 5% of national average for all pupils nationally.
To sustain and improve attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by: - the overall absence rate for all pupils is in line with or above the national average, and the attendance between disadvantaged pupils and their non-disadvantaged peers is closed - the percentage of all pupils who are persistently absent being in line with

	or above the national average figure.
To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.	Sustained high level of wellbeing demonstrated through: pupil/parent surveys a significant increase in participation in enrichment activities particularly among disadvantaged pupils.

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: £ 15,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear identification of the needs of disadvantaged pupils through regular pupil progress meetings.	'Collecting data about the attainment and progress of pupils eligible for the PP can help schools to identify trends and target additional support.' Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)	1,2, and 5
CPD Phonics & Reading: 1. Continuous CPD and coaching for ALL teaching & non-teaching staff (by English hub expert) to ensure high quality teaching and pedagogical standards	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 5
CPD Inclusion and enrichment supporting every child to participate and	Quality first teaching which is inclusive for all has huge impact on progress and attainment. Also, linked to belonging and powerful enrichment across the school https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching	All

succeed in school, including disadvantaged pupils and those with SEND, and recognising that many pupils face multiple barriers to learning.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted deployment of additional adults to support the delivery Quality First Teaching (QFT) and purposeful feedback to enhance progress through smaller group within classes	Research indicates that targeted deployments with additional adults working with small groups to support QFT has positive impact on out comes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4 and 5
Additional intervention sessions targeted at disadvantaged pupils who require further support with a particular focus on ELSA, reading, writing, maths and phonics. CPD delivered to TAs to support the delivery and monitoring of intervention	Research identifies that positive outcomes for pupils through targeted intervention from ASA support. The research also suggests that this has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4 and 5

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

Budgeted cost: £ 63000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on restorative practices, Jigsaw approaches and character education to ensure	Whole school approaches and also targeted intervention can have positive outcomes on	4

continuing high levels of behaviour across the school as well as sustaining the social and emotional Staff to provide regular check-in sessions with identified pupils who need support with social and emotional skills Targeted interventions and support with high trained staff (both in-house and outside agencies) to support with social and emotional needs of our children, particularly disadvantaged pupils	social and emotional (EEF Behaviour Intervention)	
Weekly, monthly and termly monitoring and tracking of attendance and PA and all children 95% and under of specifically disadvantaged pupils is conducted; immediate action Monthly attendance monitoring meetings at weekly whole staff check-ins Appropriate actions are taken by SLT inc. meetings, home visits etc. EWBW to work with the office attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted weekly as required. Use of CPOMs to record and monitor attendance. Incentives schemes and strategies to support improving attendance and reduction of PA QFT and the implementation of a broad and balanced curriculum engages and inspires pupils to attend and learn every day	There's a clear link between poor attendance and lower academic achievement DfE research (2015) Department for Education (publishing.service.gov.uk) 3 10 is implemented. (More than non-disadvantaged)	3
Access to enrichment and wider opportunities such as: trips, residential, music lessons breakfast clubs and extra curricular clubs to improve outcomes	There is a positive link between providing children with enrichment opportunities and positive impact outcomes https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrich	4
Continue to improve SEND provision and ensure effective	The impact of SEND on academic attainment is closely related to the EEF's focus on economic	1,2,5

strategies are in place to support the progress and attainment of SEND/PP pupils. Monthly SEND monitoring meetings SLT/SENDCO. SEND/PP pupil progress meetings conducted at key assessments points. Whole school provision map created with SENDCO. Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner. SEND pupils catered for through SMART targets on support for all pupils on SEND register. Targeted meetings with parents and other stakeholders to ensure PP pupils across school with particular SEND are receiving same access to QFT.	disadvantage	
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Total budgeted cost: £ 92692

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.