# Pupil premium strategy statement 2025-26
# BRIGHTWALTON CE PRIMARY SCHOOL

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 | 91 |
| Proportion (%) of pupil premium eligible pupils | 13.2% |
| 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)** | 2025-26 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | S Slade |
| Pupil premium lead | S Slade |
| Governor / Trustee lead | S Fiddy |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £9,792 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £436 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £10,228 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Brightwalton C. E. Primary School, we are committed to ensuring that every child, regardless of their background or challenges, thrives academically, socially, and emotionally. Our Pupil Premium Strategy aligns with our vision: **"Let your light shine"** (Matthew 5:16). It is designed to address barriers to learning and provide targeted, inclusive support, enabling disadvantaged pupils to reach their full potential. We strive to ensure that every pupil is equipped to shine in their learning, character, and contributions, reflecting the values of courage, resilience, and kindness.

We believe that high-quality teaching is the most significant driver of progress for all pupils, including those from disadvantaged backgrounds. Our approach prioritises excellence in teaching and learning, complemented by quality-first teaching, targeted interventions appropriate to need, and wider strategies that promote well-being, engagement, and character development. Our school fosters a sense of belonging, ensures consistency of practice, and creates a predictable routine and environment to ensure that all our pupils are in the best place to succeed.

Our school operates within a **graduated approach to need**, recognising that some pupils require more intensive or specialised support than others. This framework ensures that every intervention is carefully tailored to meet the unique requirements of each child. By assessing, planning, delivering, and reviewing support in a cycle, we can adapt our strategies to achieve the best outcomes for all disadvantaged pupils.

Our three-year vision (2025-2028) builds on robust evidence from the Education Endowment Foundation (EEF) and our school's data. Each academic year, we refine our approach to reflect emerging needs, ensuring that resources are used effectively and equitably. Specifically, we aim to:

1. **Close the attainment gap** between disadvantaged pupils and their peers by:
    - Identifying and addressing gaps in learning through precise diagnostic assessments, understanding starting points and gaps to ensure progress reflective of potential.
    - Providing targeted support to accelerate progress in key areas, particularly reading, writing, and maths.
    - Ensuring that support aligns with the graduated approach, progressing from high-quality whole-class teaching to bespoke interventions where required.
2. **Broaden pupils' experiences and build confidence** by:
    - Ensuring all disadvantaged pupils have access to extracurricular activities, trips, and leadership opportunities.
    - Embedding a culture of high aspirations, where every child feels empowered to contribute and succeed.
3. **Support holistic development** through:
    - Fostering emotional resilience, independence, and strength of character.
    - Embedding strategies for social-emotional learning and self-regulation across the school, underpinned by a graduated approach to addressing social, emotional, and mental health needs.

**How Our Strategy Aligns with Whole-School Priorities**

Our Pupil Premium Strategy is integral to our broader school improvement plan, which seeks to ensure that every child, regardless of background, flourishes. Inspired by Matthew 5:16, we are dedicated to helping all children meet their potential, from their starting point. Our intent is to foster children's development to let their light shine through their academic achievements, character growth, and community contributions. This includes targeted efforts to improve attendance, behaviour, and engagement, alongside a strong focus on professional development to sustain high-quality teaching. The graduated approach underpins all our work, ensuring that needs are identified early and addressed systematically.

**Monitoring and Evaluation**

We use rigorous, termly monitoring to assess the impact of our actions. This includes pupil progress reviews, feedback from staff, parents and pupils, and data analysis to inform ongoing adjustments. Stakeholder engagement, including governors and parents, ensures transparency and accountability in our approach. For pupils who require support beyond our quality first teaching offer, we develop bespoke plans that reflect their starting points and potential. We monitor carefully pupils to ensure they make expected and better than expected progress and set high expectations for all our pupils, whatever their starting point.

**Long-Term Vision**

This strategy reflects our belief that all children can succeed with the right support and opportunities. By embedding a culture of inclusion, aspiration, and personalised care through a graduated approach to need—and guided by our vision to help every child let their light shine—we aim to create lasting change that benefits not only our disadvantaged pupils but the entire school community.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Close the attainment gap between disadvantaged pupils and their peers** |
| 2 | **Broaden pupils' experiences and build confidence** |
| 3 | **Support holistic and spiritual development, sense of belonging and wellbeing.** |

## 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 |
|---|---|
| Identify progress in Reading, Writing and Maths that is appropriate to ensuring pupils make progress reflective of their starting point. | Plans for pupil premium children that evidence understanding of starting point and how gaps are being addressed underpinned by additional support as appropriate to meet the needs of a disadvantage pupils.<br>25/26 data will show that disadvantaged pupils will meet their potential in progress, from their starting point.<br>Summative and formative assessments will evidence starting point of pupils and evidence a journey of progress. |
| Provide additional opportunities to raise attainment in learning in areas where progress is not being enabled to close gap between children identified as disadvantage and those who are not. | Opportunities will have been provided as detailed in PP strategy statement.<br>Pupil progress meetings will create plans for pupils who are disadvantaged that evidence additional opportunities e.g. provision of 'catch up' tutor. |
| To achieve and sustain improved wellbeing and sense of belonging for all pupils in our school, particularly our disadvantaged pupils.<br><br>To access culture where spirituality is fostered to allow personal and individual growth. | Sustained high levels of wellbeing by 2026/27 demonstrated by:<br>• qualitative data from student voice, student and parent surveys and teacher observations identifying levels of well-being and sense of belonging.<br>• environment, behaviours and interactions evidencing pro social regulated children.<br>• Attendance should evidence above 94% (unless impacted by significant health or condition. This figure will adjust dependent on the circumstances/ appropriate to the needs of each child).<br>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To ensure professionals are ambitious in expectations of progress, understanding the starting point to create a plan to ensure best chance of success to achieve more than expected progress. | Plans linked to summative and formative assessments will evidence starting point of pupils and plan that details expectation for pupils to make more than expected progress.<br>25/26 data will show that disadvantaged pupils will meet their potential in progress, from their starting point. |

## 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: £ *2,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Investigation of new systems to improve assessment processes. | New assessment system in place by September 24 for new academic cycle, ensuring improved identification of need.<br>Assessment lead appointed to support Head teacher improve systems.<br>New pupil progress systems to align with new assessment systems<br>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br>Diagnostic assessment \| EEF | 1,2 |
| Dedicated Leadership time from PP Lead to ensure cohesive provision, monitoring and data gathering/analysis for targeted pupils | Pupil Premium lead to ensure that new systems enable focus and identification of need is robust to enable robust plans to achieve more than expected progress.<br>*Teaching Everyone: Principles of Universal Design for Learning (UDL)* (Meyer, Rose, & Gordon, 2014) | 1,2,3 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | LA phonics lead to work with new Literacy leader and Head teacher to embed new phonics scheme.<br>All school staff to access training, including KS2 teachers to support phonic strategies and learning continue beyond KS1.<br>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:<br>Phonics \| Teaching and Learning Toolkit \| EEF | 1,2 |
| Invest in training to develop pedagogy and support improvements in quality first teaching. | Ensuring appropriate CPD opportunities for all staff to upskill and improve quality first teaching in line with latest research.<br>Teaching and Learning Toolkit \| EEF<br>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:<br>Mathematics_guidance: key stages 1_and 2 | 1,2 |

| | | |
|---|---|---|
| | The EEF guidance is based on a range of the best available evidence:<br>Improving Mathematics in Key Stages 2 and 3 | |
| Develop and appoint new leaders to ensure champions target identified improvements linked to the school develop plan.<br><br>Will provide and support leaders who want to further their expertise accessing NPQ's appropriate to their leadership.<br><br>Ensure evidence-based practices are implemented effectively, directly addressing gaps in attainment for pupil premium pupils. | • Ensure whole staff journey leading and championing improvements, consistency of expectation and collaboration.<br>• Develop distributive leadership structure and a culture of shared responsibility to ensure improvements across the school.<br>• The *Education Endowment Foundation (EEF)* emphasises the importance of high-quality professional development for school leaders in its guidance report, *Effective Professional Development (2021)*. It states that structured professional development can enhance leaders' capabilities, positively impacting teaching quality and pupil outcomes, especially when aligned with school development priorities.<br>• Evidence from the DfE's *evaluation of NPQ programmes (2019)* suggests that these qualifications effectively develop leadership capacity, improve targeted interventions, and lead to better educational outcomes for disadvantaged pupils.<br>• EEF Toolkit: Teaching and Learning<br>The EEF Toolkit identifies that effective leadership often catalyses improvements in teaching and learning, indirectly boosting the performance of disadvantaged pupils. It highlights professional development, collaborative planning, and leadership mentorship as high-impact strategies for school improvement. | 1,2,3 |
| School builds on vision to 'shine light' and support development of spirituality to continue to develop wellbeing and sense of belong. | • Extensive evidence that improving belonging and wellbeing enables schools' best chances of ensuring pupil make best progress.<br>• Evidence of the belongingness strategy – Ed research.<br>• BAMEed Network: Belonging in Schools.<br>• Reducing the Impact of Poverty on Education<br>The *Joseph Rowntree Foundation (2020)* states that non-academic factors like well-being, attendance, and family support are significant barriers to learning for children in poverty. | 3 |

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

Budgeted cost: £ 6,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Tutoring to enable pupils meet their potential and narrow the gap between them and their non PP peers* | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:<br>One to one tuition \| Teaching and Learning Toolkit \| EEF<br>Small group tuition \| Teaching and Learning Toolkit \| EEF | 1 |
| Support to enable emotional regulation to ensure best chances for pupil to successfully access to opportunities provided to maximise learning outcomes. | • Maslows hierarchy of needs<br>• EEF, Johh Hattie – invisible learning.<br>• Evidence of the belongingness strategy – Ed research.<br>• BAMEed Network: Belonging in Schools. | 1 & 3 |
| *Ensure resources are provide to underpin equitable access to opportunity.* | • High quality resources will support delivery of quality first teaching and ensure resources are available to provide appropriate scaffolding for equitable access to learning opportunities.<br>• *Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics* (Collins et al., 1989) | 1,2 |
| *Use pupil premium to create bespoke and individualised plan where necessary and appropriate to need.* | • Targeted and bespoke planning to meet need (SAP)<br>• Assessment cycles and pupil progress meetings<br>• EEF, Government research linked to the graduated response to need. | |

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

Budgeted cost: £ 1,642

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Academic Trips* | Promote sense of belonging as detailed above, ensuring pupils feel included and access equitable access to opportunity. | 1,2,3 |
| *Appoint pastoral lead to support senior leader with deployment of resources to support pastoral needs.* | • The Link Between Pastoral Support and Academic Achievement<br>Research by *The Children's Society* (2018) highlights that effective pastoral support improves attendance, engagement, and behaviour, all of which | 1,2,3 |

| | | |
|---|---|---|
| *Provide additional systems to underpin ELSA support to ensure targeted intervention is robust and processes enable collaboration with parents.*<br><br>*Encourage whole school approach to mental health and behaviour underpinned by a therapeutic approach that allows every child's light to shine.* | are critical for improving academic outcomes for disadvantaged pupils. A strong pastoral system identifies and addresses non-academic barriers to learning, such as emotional well-being and family issues.<br>• Impact of Dedicated Pastoral Roles<br>Case studies from *The Key for School Leaders* (2020) report that appointing a pastoral lead significantly reduces exclusions, improves attendance, and enhances pupil engagement. This is particularly beneficial for Pupil Premium pupils, who are more likely to face challenges that lead to disengagement.<br>• The NSPCC highlights the importance of safeguarding in education. A pastoral lead often takes on a safeguarding role, ensuring early identification and support for vulnerable pupils, many of whom are eligible for Pupil Premium funding | |
| *CALT/Ed psych and other professionals appropriate to the needs of the child.* | As part of the new assessment processes and graduated approach to need, access external professionals as appropriate to provide assessment to ensure plans to meet need are robust and fit for purpose. | 1,2,3 |
| *Use SIAMs as a vehicle to build on spirituality, worship and Christian ethos of the school.* | • Research by *The Church of England Education Office (2016)* highlights that schools with a strong Christian ethos focus on nurturing the "whole child," including their spiritual, moral, social, and cultural (SMSC) development. This holistic approach often leads to improved self-esteem, resilience, and a stronger sense of purpose, which are linked to better academic outcomes.<br>• *SIAMS Evaluation Framework (2023)* emphasises that schools rated highly for their Christian ethos create environments where pupils feel valued and supported, contributing to their overall well-being and engagement in learning. | |
| *Embedding a robust graduated response to need from quality first teaching to enable earlier identification of pupils not making progress appropriate to their potential*<br><br>*Provide tutoring for those identified as not making progress appropriate to their potential* | *Effective Interventions for Academic Progress in SEND Pupils* (EEF, 2020)<br>*Teachers' Understanding of the Graduated Approach and Its Impact* (Pearson et al., 2021)<br>*The Role of Parental Involvement in the Graduated Approach* (Hornby, 2019)<br>*The Effect of Teacher Expectations on Student Achievement* (Rosenthal & Jacobson, 1968)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,3 |
| Our intent to promote spirituality throughout the school linked to our Christian values to embed a sense of belonging and wellbeing | Maslows Hierarchy of Needs<br>The Role of Spirituality in Academic Motivation Among Students *(Shahjahan, 2005)*<br>Spiritual Intelligence and Academic Achievement in Adolescents *(King, 2008)* | 1,2,3 |

| | | |
|---|---|---|
| | *Faith-Based Schools and the Development of Student Character and Achievement* (Sikkink, 2010) | |

## Total budgeted cost: £ £10,142

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Outcomes and Impact (2025–2026)

Now in a more established phase of leadership, the Headteacher has led a sustained and strategic programme of school improvement. This has included embedding revised assessment systems and pupil progress procedures that reflect both the priorities of the school's current **School Development Plan (SDP)** and the expectations set out in the **Ofsted Framework and School Toolkit (November 2025)**.

The school's approach is firmly aligned with the latest Ofsted emphasis on ambitious curriculum intent, inclusive implementation, and demonstrable impact. Assessment and monitoring systems have been restructured to ensure leaders and teachers can accurately identify starting points, set aspirational targets for all pupils, and plan provision that addresses individual learning needs—particularly for those who are disadvantaged.

Pupil progress meetings are held termly and now form a central part of the school's graduated response. These meetings are used to ensure that **every pupil has a personalised plan** to help them meet or exceed expected standards. Plans are informed by detailed gap analysis using both formative and summative assessments and are tracked over time. The process includes robust discussion of whether current provision is sufficient and what adjustments are needed to support progress.

Teachers are increasingly confident in identifying pupils, including those eligible for the Pupil Premium, who show the potential to achieve at greater depth. Importantly, **ambition for all pupils**—a key theme in the November 2025 Ofsted guidance—is at the heart of classroom practice and leadership monitoring. This includes the use of Pupil Premium funding not only to close attainment gaps but also to offer **tuition and challenge** for those who are making expected progress but would benefit from additional input to reach higher standards.

To support this further, the **Senior Leadership Team has designated a specific leadership role for assessment**, ensuring that the school's new systems are embedded effectively and used to inform both day-to-day teaching and strategic decision-making. This role also ensures consistency in how the school evaluates pupil progress and measures the impact of targeted interventions.

Although the school's Pupil Premium allocation is relatively small, it is used in a **highly focused and impactful way**, ensuring that funding is linked directly to identified needs, monitored for effectiveness, and reviewed as part of each child's ongoing provision.

This strategy reflects the school's deep commitment to inclusion, equity, and high expectations, and provides clear evidence that Brightwalton is meeting the **ambition, inclusivity, and impact** pillars of the revised Ofsted framework. Through this, we remain steadfast in our goal of enabling **every child to shine**, whatever their background or starting point.