Pupil premium strategy statement – Bramshall Meadows First 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	119
Proportion (%) of pupil premium eligible pupils	5.8% (7 pupils)
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 - 2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Andrea Cairns
Pupil premium lead	Samantha Harris
Governor / Trustee lead	Izzy Snowden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,605
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£10,605

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Part A: Pupil premium strategy plan

Statement of intent

At our school, we believe every child should flourish—academically, socially, and emotionally—regardless of their background or circumstances. Our intention is that all pupils make strong progress and achieve well across the curriculum, including those who face disadvantage or additional barriers to learning.

As a small rural first school, we know our children and families well. This close community understanding allows us to identify need early and provide support that is both personalised and effective. Our Pupil Premium strategy is rooted in the three key priorities identified nationally, with each strand working together to ensure every pupil has the best possible start to their education.

High-Quality Teaching

High-quality, inclusive teaching is at the heart of our approach. We focus on precise teaching that meets the needs of all learners, using assessment to inform next steps. We invest in staff development to strengthen teaching practice, curriculum knowledge, and adaptive strategies, recognising that excellent teaching benefits all pupils but has the greatest impact on those who are disadvantaged.

Targeted Academic Support

We use diagnostic assessment to identify pupils who need additional help and provide timely, evidence-based support. This may include small-group or one-to-one sessions focusing on early reading, phonics, writing, or mathematics. Our small-school context allows us to intervene swiftly and flexibly, ensuring support is tailored to individual needs and regularly reviewed for impact.

Reducing Barriers to Learning and Enrichment

We recognise that pupils' learning and well-being are influenced by wider factors, including attendance, confidence, and access to enrichment opportunities. In our rural setting, where access to external services can be limited, we work closely with families and community partners to provide pastoral support, nurture pupils' emotional well-being, and ensure all children can participate fully in school life.

Our whole-school ethos is one of high expectations, inclusion, and belonging. Every member of staff takes shared responsibility for the progress and well-being of disadvantaged pupils, ensuring that their outcomes are improved and sustained alongside those of their peers.

Challenges

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

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Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that there is a real need for social, emotional and mental health support amongst our pupils, including those that are disadvantaged.
2	Assessments, observations, and discussions with pupils indicate underdeveloped reading and writing skills among some disadvantaged pupils. It is also evident that disadvantaged pupils have greater difficulties with phonics and this negatively impacts their development and love of reading.
3	Access to essential curriculum areas that promote cultural capital, language, a variety of experiences. There is a need to ensure all children receive the wider opportunities that school has to offer
4	Children eligible for PPG who also have SEND issues – specifically identified Speech and Language needs/ASC – multi-disadvantaged.
5	Communication and Language skills – development of oracy/use of vocabulary in KS1 and Early Years.

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
The social and emotional needs for pupils eligible for the PPG are identified/assessed and provision in place to meet these needs.	Pupils are displaying use of strategies learnt through provision. Less incidents of dysregulation reported. The percentage of identified children become less.
Increase the number of disadvantaged children reaching ARE at the end of each academic year in reading and writing.	Disadvantaged pupils make better than expected progress from their starting points in reading and writing. A higher proportion of disadvantaged pupils reach the expected standard. Pupil voice will demonstrate a love of reading.
Increase the cultural capital/educational opportunities accessible for children eligible for PPG, giving them a wealth of personal experiences to promote resilience, independence and confidence. Promoting healthy lifestyle and physical activity.	A greater portion of children eligible for PPG will participate in opportunities to engage in clubs and extra-curricular activities. Pupils will be able to talk about variety of opportunities offered.
Ensure that children eligible for PPG who also have SEND issues are specifically identified for Speech and Language and ASC support.	Targeted pupils make better than expected progress towards targets set in ILPs/EHCPs.
Develop oracy and language skills to enable children to communicate effectively in order to have impact on outcomes in reading and writing	The percentage of disadvantaged Year 1 pupils who pass the PSC is, at least, in line with non-disadvantaged picture.

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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: £5712.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Phonics CPD from SLE Train staff on delivering high-quality phonics and reading comprehension strategies.	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 and early reading are key skills for children and are a foundation for all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics. EEF Phonics Information 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	2, 5
Staff CPD (teachers and learning assistants) to improve the quality of teaching, in particular for most disadvantaged pupils, with a focus on questioning and feedback. Staff meetings (in-school and with MAT) and training sessions for all staff to use the I2E teaching and Learning Toolkit.	EEF Professional Development Supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high-quality teaching can narrow the disadvantage gap. The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. EEF High Quality Teaching	2, 4, 5

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

Budgeted cost: £5118.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inspire children to read and have a love of reading by creating a welcoming library with wider reading based resources.	Findings show that providing children access to print materials accomplishes the following: - Improves reading performance. Among the studies reviewed, kindergarten students showed the biggest increase - Is instrumental in helping them learn the basics of reading, such as letter and word identification, phonemic awareness, and completion of sentences - Prompts them to read more frequently and for greater amounts of time - Improves their attitudes toward reading and learning. – Lindsay (2010)	2, 5
Children identified as not keeping up with their peers in phonics to be targeted for 1:1 tutoring/precision teach to ensure that gaps are filled in their phonetic understanding.	The confidence in reading is paramount for children to be able to enjoy and read fluently. This in turn will allow them to access the curriculum. The teaching of reading and comprehension strategies will develop our reading provision and provide support for disadvantaged children. Pedagogy for Reading for pleasure Part of the enjoyment of reading is having the opportunity to read to someone. EEF Phonics	2, 4

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

Budgeted cost: £2033.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to promote social skills, mindfulness resulting in increased confidence, resilience	EEF Prioritise Social/Emotional Learning Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.	1, 3, 5
Sports Clubs – Quality Lunchtime Activity clubs and afterschool club opportunities	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are also benefits of physical activity for core academic attainment particularly literacy and mathematics. EEF Physical Activity (May 2025) Participation in sport improves children's educational attainment and skills development including empowerment, leadership and self-esteem – contributing to their overall well-being and	1, 3

	future prospects, according to new research released by the Barça Foundation and UNICEF (28 March 2019).	
Varied opportunities for cultural capital for all disadvantaged pupils.	Evidence suggests that the cultural capital passed on through families helps children do better in school. (Cultural Learning Alliance 2019) 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019)	1, 3, 5

Total budgeted cost: £12863.78

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Outcomes: 2024–2025

- Regular *mini mindfulness sessions* have had a positive impact on pupils' emotional regulation, focus, and readiness to learn. These weekly, consistent sessions have supported children in developing strategies to manage their emotions, reduce anxiety, and approach learning with greater calm and concentration. Staff have observed improved resilience, smoother transitions between activities, and a more settled classroom atmosphere as a result.
- The targeted use of Pupil Premium funding has continued to have a positive impact on the progress, wellbeing, and engagement of disadvantaged pupils.
- Focused academic support in reading, writing, and early mathematics has enabled pupils to make secure progress and develop greater confidence as learners.
- Increased access to enrichment, nurture, and wellbeing initiatives has strengthened pupils' sense of belonging and participation in wider school life.
- Ongoing professional development has ensured staff are well-equipped to identify and address barriers to learning promptly and effectively.
- The school's inclusive culture and consistent approach to support have resulted in improved outcomes across academic and personal development measures.
- The 2025–2028 strategy builds on these positive foundations, with a continued focus on well-being, sustaining progress and embedding best practice across all areas of provision.

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)

For schools that receive this funding, you may wish to provide the following information: **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.