

# Pupil premium strategy statement – St Peter’s Brafferton CE VA Primary School

This statement details our school’s use of pupil premium (and recovery 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	73 R-Y6  (21 Preschool)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Headteacher and Governing Body
Pupil premium lead	Sarah Anderson
Governor / Trustee lead	Tom Spilman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,905
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£10, 905

# 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 high attainment across all subject areas. In addition, we want all our children including those who are disadvantaged to display wider skills such as independence and resilience in order for them to be lifelong learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all our vulnerable pupils 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 detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school tuition and careful resourcing for pupils whose education has been worst affected, including non-disadvantaged pupils.

### Our Pupil Premium Principles

At St Peter's Brafferton CE VA Primary School:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external data has shown that the <b>attainment gap in maths</b> is greater for disadvantaged pupils, than non-disadvantaged pupils.  50% of disadvantaged pupils were below age related expectations (Summer 24) compared to 50% non disadvantaged pupils across the whole school
3	Internal and external data has shown that the attainment gap in <b>maths and writing greater depth is below</b> age related expectations for disadvantaged pupils.  0% of disadvantaged pupils achieved 'greater depth' in maths and 16.6% in writing achieved GDS (summer 25 teacher assessment data)
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high.  15% pupils (10% of whom are disadvantaged) currently require additional support with social and emotional needs, receiving small group interventions.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupil attainment and progress in maths increases across the school year.	Sustained high levels of progress in maths so that pupils achieve at least expected in maths, some greater depth. This will be evidenced through:

Staff quickly identify gaps in learning and make rapid interventions to ensure pupils are not left behind.	Termly assessments, STT tracker – completed weekly, Mastering Number baseline and tracker, Statutory data summer 2025
Pupils are challenged to achieve very well (GDS standard) across writing and maths	High aspirations of all pupils, including all disadvantaged pupils. Evidence shown through: <ul style="list-style-type: none"> <li>Increased termly assessment scores across the school year</li> <li>Pupil voice on enjoyment in learning</li> <li>Celebrations of learning across school- displays and collective workshops</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations · a significant reduction in bullying · 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 (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4905.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Extra sport in schools  When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment   EEF	1, 2 and 3

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions   Teaching and Learning Toolkit   EEF</p>	1
<p><b>Increase attainment gap in maths</b></p> <p><i>Maths 'catch up' interventions</i></p> <p><i>Maths hub work with lead teacher and case study children</i></p>	<p>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:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644211/maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/media/1026/Improving-Mathematics-in-Key-Stage-2-and-3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Yorkshire Ridings Maths hub research  <a href="https://www.yorkshireridingsmathshub.co.uk/mastery/">https://www.yorkshireridingsmathshub.co.uk/mastery/</a></p>	2
<p><b>Increase greater depth in writing and maths</b></p> <p><i>Teacher CPD with English hub to increase early phonics/ reading</i></p> <p><i>Teacher CPD with Maths hub to increase maths attainment and progress</i></p>	<p>The Sutton Trust report 2023  <a href="https://www.suttontrust.com/wp-content/uploads/2023/04/Closing-the-attainment-gap.pdf">Closing-the-attainment-gap.pdf</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_Learning in Primary Schools   EEF</p>	4

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

Budgeted cost: £5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increase targeted intervention and support in Maths</i>	Research shows pupils with high quality target support make good progress.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	2
<i>Increase targeted intervention in maths and writing to help boost combined score</i>	The Sutton Trust report 2023 <a href="#">Closing-the-attainment-gap.pdf</a>	3

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

Budgeted cost: £ 1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA refresher training</i>	Strong evidence from Anna Freud/Young Minds supports wellbeing to increase attainment in all areas of school	1, 2, 3 and 4
<i>Music lessons/enrichment</i>  <i>Sports clubs</i>	Increased skills for an active, healthy lifestyle improve attainment and overall wellbeing	4

**Total budgeted cost: £ 10, 905**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *Previous outcomes 24/25*

- Pupils increase in social and communication skills
- Pupil attainment and progress in maths increases across the school year.
- Staff quickly identify gaps in learning and make rapid interventions to ensure pupils are not left behind.
- Pupils are challenged to achieve well across combined subjects, reading, writing and maths
- Pupils engage more in sport and have a greater understanding of healthy eating
- Pupils can access IT to extend home learning and increase IT skills

#### **Pupil data**

#### **PUPIL PREMIUM**

##### **Writing**

*Pupil Premium Writing Autumn term: 50% on track or above*

*Pupil Premium Writing Spring term: 50% on track or above*

*Pupil Premium Writing Summer term: 50% on track or above*

##### **Reading**

*Pupil Premium Autumn term: 77% on track or above*

*Pupil Premium Reading Spring term: 66% on track or above*

*Pupil Premium Reading Summer term: 66% on track or above*

##### **Maths**

*Pupil Premium Maths Autumn term: 83% on track or above*

*Pupil Premium Maths Spring term: 50% on track or above*

*Pupil Premium Maths Summer term: 50% on track or above*

#### **KS2 SATs data**

Maths 100% PP at or above age related  
 Reading 100% PP at or above age related  
 Grammar and punctuation 100% at or above age related  
 Writing 100% PP at or above age related.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<p>Small group intervention work in maths</p> <p>White Rose Maths resources – workbooks</p> <p>CGP homework maths books</p> <p>Maths.co.uk subscription</p> <p>Extra books for KS2 readers in the library</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>Reading 50% at age related and 50% above age related</p> <p>Writing 100% at age related Maths 100% at age related</p>