

Pupil Premium Strategy Statement - Brierley Forest Primary and Nursery 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	282 pupils (2025) 259 pupils (2026)
Proportion (%) of pupil premium eligible pupils	45% (2025) 50% (2026)
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	Sarah Griffith
Pupil premium lead	Emma Smedley
Governor / Trustee lead	Colin Barnard

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£177,097
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>	£177,097

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£201,495
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>	£201,495

Part A: Pupil premium strategy plan

Statement of intent

This strategy has been created in line with the BFPNS vision and the core values of Belonging, Resilience, Caring and Integrity at the heart of our school community. Our strategy recognises that there are a wide range of factors that can impact a child's outcomes and outlines the consistent approaches that the school takes to tackle the barriers faced by children in our school community.

Our school serves a vast number of children with a range of vulnerability factors. 50% of our school are identified as Pupil Premium, with a further proportion of families recognised as "just about managing" and narrowly missing out on the opportunity to apply for Pupil Premium funding. Over the last two academic years, the proportion of pupils with special educational needs increased significantly, from 26% to 32%, including an increase in the number of pupils with an EHCP from 2.6% to 3.5%. There has also been an increase in the proportion of pupils with EAL, from 9% in 2021-22 to 18% in 2024-25. The evolving context of the school means that this written strategy is a working document that is subject to change to meet the needs of our changing community.

As a result, the vast majority of our school face double, treble or even multiple disadvantage. Using the Transform Trust tracking of learning barriers shows the following:

Learning Barrier Score (FSM, SEND, EAL, Summer born, persistent absence, not homegrown)	Number of Pupils	Proportion of School
0	25	9.7%
1	72	28.1%
2	75	29.2%
3	52	20.3%
4	26	10.1%
5	6	2.3%

As a result, when considering the Pupil Premium Strategy, it is essential that we do not become narrow-minded in viewing financial disadvantage as the only barrier for children to overcome when aiming to close the gap with national outcomes.

When considering the implementation of the Pupil Premium Strategy, it is important to consider both the challenges faced by children in our unique school community, alongside research conducted by the EEF. This ensures that we are providing disadvantaged pupils with targeted and effective support to close the gap with their peers and move outcomes closer to the national picture. Common barriers to learning for disadvantaged children can be: low confidence of parents to support with learning at home, under developed language and communication skills on entry, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be other complex family situations that prevent children from achieving their potential. We ensure that all teaching staff are involved in

the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We ensure that teaching and learning opportunities meet the needs of all the pupils, including those who belong to all vulnerable groups. We recognise that not **all** pupils who receive free school meals will be socially disadvantaged and 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. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Targeted funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our Pupil Premium Strategy aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and emotional wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary Acquirement and Oracy Skills Our disadvantaged children possess a knowledge and vocabulary gap when compared to their peers from less disadvantaged positions. This gap impacts children's ability to access all areas of the curriculum, especially reading and writing.
2	Attendance Significant improvements have been made with attendance of disadvantaged children at Brierley. However, attendance rates of disadvantaged white British boys with SEND shows these pupils are still more likely to be persistent absent-tees than their non-disadvantaged peers. This impacts wellbeing and attainment.
3	Speech, Language and Communication Disadvantaged children, on average, have lower communication and language skills than their non-disadvantaged peers and this is apparent from Nursery through to KS2. For example, on entry to Reception in 2025-2026, 75% of non-disadvantaged were assessed as on track for expected in speaking, compared to 46% of disadvantaged pupils. The gap is similar in listening and attention,

	where 58% of non-disadvantaged pupils are on track, compared to 31% of non-disadvantaged.
4	Wellbeing, Involvement and Belonging Significant improvements have been made in closing the wellbeing gap between disadvantaged and non-disadvantaged children. This is the result of a strategic investment in terms of strategy. Leaders' assessments show that this investment must be maintained to ensure this improvement is sustained and all children are able to thrive.
5	Pupil Outcomes Pupils have gaps in knowledge that prevent them from securing the expected standard at the end of KS2. 5a - Reading Fluency Disadvantaged children in KS2, on average, have lower levels of reading fluency than their non-disadvantaged peers. 57% of disadvantaged pupils demonstrate the expected standard of reading fluency in KS2, compared to 71% of non-disadvantaged. This impacts access to the whole curriculum and attainment in KS2. 5b - Transcriptional Fluency Disadvantaged children in EYFS, on average, have lower levels of transcriptional fluency than their non-disadvantaged peers (23% of disadvantaged pupils are on track for expected standard in writing, compared to 58% of non-disadvantaged). This impacts attitudes to writing and confidence in accessing the wider writing curriculum into KS1 and beyond. 5c - Maths Fluency Disadvantaged children enter F1 and F2 with lower mathematical fluency than their non-disadvantaged peers. Data analysis in Autumn 2025 shows 46% of disadvantaged pupils are on track for expected standard, compared to 67% of non-disadvantaged. There is also a gap still present in the Y4 MTC. This impacts access to the whole maths curriculum and attainment in KS2.

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
Vocabulary Acquirement and Oracy Skills	Staff consistently model high quality interactions with children and other staff members.

Pupils' language acquisition and oracy skills support them to maximise learning opportunities.	• Oracy sentence stems are consistently used by children when articulating their learning. • Stage appropriate oracy sentence stems are applied to writing by children with growing independence.
Attendance An increase in attendance of White British boys with double disadvantage of pupil premium and SEND.	• Structured protocols are used effectively to identify early support for families to improve attendance rates. • Attendance analysis in 2027-28 shows that white British boys attendance rates are in line with non-disadvantaged pupils. • Attendance analysis in 2027-28 shows that attendance and persistent absence is in line with national.
Speech, Language and Communication Identification of pupils with speech, language and communication needs is efficient and appropriate provision is established to support these pupils to fully access learning successfully.	• Robust systems are in place for early identification of a speech, language and communication need. • Liaison with external professionals is effective and enables school to deliver impactful intervention for individuals. • Targeted SALT interventions are implemented in line with individual communication plans. • Data outcomes show the gap is closing in speaking and listening and attention at end of EYFS. • Data analysis shows that pupils accessing SLC interventions have increased involvement scores in the Leuven Scale.
Wellbeing, Involvement and Belonging Disadvantaged pupils have access to enrichment opportunities that allow them to develop and apply positive learning behaviours in a variety of contexts.	• Outcomes from pupil wellbeing questionnaires show a larger proportion of pupils enjoy school. • Quality assurance (lesson visits and pupil voice) shows pupils are applying learning behaviours successfully in a variety of contexts. • Qualitative comments from class teachers show an increased vocabulary and extended pieces of writing following enrichment opportunities. • Data analysis shows increased wellbeing and involvement scores in the Leuven Scale for disadvantaged pupils and that the gap is closing with their peers.
Pupil Outcomes Gaps in knowledge have been addressed so that a larger proportion of pupils are working at ARE.	• Quality assurance shows that provision (planning and delivery) for targeted pupils effectively address gaps in knowledge.

	• Data analysis in 2027/28 shows that a larger proportion of disadvantaged pupils are working at EXS in reading, writing and maths. • Data analysis in 2027/28 shows that a larger proportion of pupils are making expected or accelerated progress. • Data analysis shows that the gap between disadvantaged pupils and their peers is closing in end of KS outcomes.
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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: £ 89,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>C&I Staff CPD – adaptation and scaffolding</i>	Quality assurance of teaching and learning in 2024-25 showed that adaptations for children with complex additional needs included effective provision but that the children who are working just below the expected standard are not always effectively scaffolded to ensure secure learning is achieved. https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet	1, 5
<i>Staff CPD – Focusing on Transcription</i>	High quality staff CPD on the foundational skills of writing and their relationship with the Transform Trust writing process. The English Lead has spent time to review the English curriculum, including all LTPs and MTPs to reflect a focus on foundational skills in writing, including the implementation of Grammarsaurus scheme to support the sequence and progression of grammar taught across the school. https://educationendowmentfoundation.org.uk/news/how-sentence-dictation-improves-reading	1, 5
<i>EAL Staff CPD – assessment and provision</i>	The academic achievement of children with EAL varies widely by age, ethnic group, academic subject or domain and other factors such as recency of entry to the country. In particular, there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11. At Brierley Forest, 17% of EAL pupils achieved combined EXS at KS2, compared to 20% of non-EAL. The proportion of EAL pupils in each year group is variable, with a large proportion in current Y4 cohort.	1, 5

	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EAL_and_educational_achievement_Prof_S_Strand.pdf?v=1768734650	
<i>Great Teaching Toolkit CPD – Quality First Teaching</i>	While many personal, family, and cultural factors contribute to learners' academic performance, a large body of research indicates that teachers matter more to their achievement than any other aspect of their education. The quality of teaching is hugely important to the outcomes of students. Strategic CPD focused on the Great Teaching Toolkit promotes motivated staff with protected time and space for reflecting on practice and sharing improvements with the wider school. https://evidencebased.education/the-great-teaching-toolkit-evidence-review/	1, 3, 4, 5
<i>Staff CPD – ongoing RWI Phonics coaching from Phonics Lead</i>	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. RWI was launched at the end of 2021. Quality assurance shows this is having a significant impact on raising the proportion of pupils that pass the Phonics Check. In-house quality assurance shows that staff require regular ongoing coaching/sharing of practice in order to develop skills in delivery and to make adaptations where strict fidelity to the scheme is proving less effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 5
<i>SEMH Staff CPD – Emotions through Art/ Nursery Rhymes</i>	There are a rising number of children attending the school who have experienced significant ACEs during their childhood. These children are unable to access learning effectively as they are unable to regulate their emotions successfully throughout the school day. These pupils require direct teaching of social and emotional learning opportunities in order to learn these skills away from the classroom and then apply them in the classroom through consistent school approaches (eg, Zones of Regulation approach). Analysis of these groups shows that this has a correlation with persistent absenteeism. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 5
<i>SLCN Staff CPD – Attention Autism, Oracy</i>	There is a growing number of children with a diagnosed speech, language and communication need in the school. There are 83 pupils in the school identified on the SEND register, with 35% of these with Communication and Interaction as their primary need; which is a clear emerging pattern. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5

<i>Staffing – designated SALT TA</i>	Quality assurance of speech and language intervention across the school showed interventions delivered were inconsistent in delivery and impact. One teaching assistant demonstrates a particular strength in C&I. Deploying an effective practitioner to deliver interventions across the school allows for consistency in approach and enables communication with external professionals to be more efficient. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5
<i>Staffing – enhanced provision (Treehouse)</i>	Enhanced provision setting allows for individualised instruction, especially for children with identified SEND. Individualised instruction can be an effective approach to increasing pupil attainment. A large proportion of these children have an EHCP with a detailed outline of the provision necessary which requires an alternative approach to meet. Pupils accessing the Treehouse provision between 2021-24 made more progress than when they accessed learning in the mainstream classroom. There was also a significant reduction in behaviour incidents logged for these pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3, 4, 5
<i>External SALT Liaison with Chatter SALT</i>	Accessing NHS SALT provision is not always time efficient as the updating of targets requires parents to request a review and provide an accurate picture of their child's strengths and areas of need. In order to ensure the interventions delivered by the SALT TA remain effective, they are informed by regular liaison with an external SLT provider, Chatter SLT LTD. This enables children to be seen directly by a therapist who is able to discuss their individual progress and next steps with the SALT TA directly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5

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

Budgeted cost: £57,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH Interventions –</i>	There are a rising number of children attending the school who have experienced significant ACEs during	2, 5

<i>Drawing and Talking, Emotions through Art / Nursery Rhymes, Emotion Potion, Queen Bees</i>	their childhood. These children are unable to access learning effectively as they are unable to regulate their emotions successfully throughout the school day. These pupils require direct teaching of social and emotional learning opportunities in order to learn these skills away from the classroom and then apply them in the classroom through consistent school approaches (eg, Zones of Regulation approach). Analysis of these groups shows that this has a correlation with persistent absenteeism. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<i>S&P Interventions - Fun Fit, fine motor skills, sensory circuit</i>	The large proportion of the school on the SEND register (32%) includes a number of children with a physical impairment and a further number of children with an EHCP which detail an intervention to support the development of gross motor skills. Daily Fun Fit sessions delivered by two trained Teaching Assistants will ensure these children have the daily provision that they require. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<i>SLCN Interventions – SALT sessions</i>	Quality assurance of speech and language intervention across the school showed interventions delivered were inconsistent in delivery and impact. One teaching assistant demonstrates a particular strength in C&I. Deploying an effective practitioner to deliver interventions across the school allows for consistency in approach and enables communication with external professionals to be more efficient. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5
<i>Subscription to Verbo – SALT intervention design</i>	Verbo is an effective screening and intervention tool for children with a SLCN. This tool will allow a wider staff group to support children with an emerging SLCN whilst awaiting involvement from NHS SALT services.	1, 3, 5
<i>Staffing of extra-curricular learning opportunities with a focus on outcomes.</i>	Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. Implementation of a weekly maths club for disadvantaged pupils targeted on mathematical fluency. Implementation of UKS2 booster groups, informed by analysis and question level analysis from assessment. These groupings are flexible to respond to the needs of the children at the time but primarily focus on disadvantaged pupils who are not on track to achieve projected outcomes.	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Residential visits</i>	Very few of our families are able to fully fund school visits. There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Adjustments made – approx. 60% of pupils attended an offered residential in 2023-24. Communication to be sent at the beginning of the academic year to allow a longer period for payment plans. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 4
<i>Stay at School Residential Opportunities</i>	A large proportion of our pupils do not attend overnight residential due to parental choice / pupil choice. It is essential that these pupils do not miss the opportunities afforded to their peers. Children not attending residential will be offered a timetable of enrichment provided by staff and external partners to include activities that offer opportunities to develop the same skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 4, 5
<i>Enrichment opportunities – Rock Steady, Forest School, Horse riding sessions</i>	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Quality assurance and outcomes from pupil voice, show that access to enrichment opportunities had a significant impact on pupil wellbeing and there was some evidence of these pupils making better progress.	1, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
<i>Family Engagement - Adult Learning</i>	Outcomes of parent voice are used to inform calendar of events that meet parent needs. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 4, 5
<i>Family Engagement – Reading Mornings, Assemblies, Open afternoons, Wellbeing week, BFPNS Festival</i>	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. Parent voice is used to inform the strategic planning of events that will encourage family engagement in the school community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
<i>Additional Sport Provision – training for MDSAs in delivery at lunchtimes.</i>	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are benefits of physical activity for core academic attainment particularly literacy and mathematics as well. Developing pupil leadership is sport and activity build self-esteem and a strong sense of belonging to the school community. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 3, 4, 5
<i>Therapy Dog – training, insurance and implementation</i>	Brierley Forest has a proportion of pupils who do not attend school consistently due to SEMH needs where they can experience increased anxiety during different periods. There is research that supports the idea that a therapy dog can reduce anxiety. Several studies have concluded that therapy dogs are helpful for relaxation and destressing. Baun et al. (1991), Huss (2012), Shiloh et al. (2003) and Demello (1999) have all found that 'cardiovascular measures reduced significantly more during conditions where a pet was present'. https://my.chartered.college/impact_article/a-pilot-study-	1, 3, 4, 5

	what-is-the-impact-of-daily-sessions-with-a-therapy-dog-on-the-attitudes-of-anxious-pupils-towards-school/	
<i>Enrolment in University of Nottingham research</i>	Brierley Forest to participate in a research project on the impact of physical exercise on the attainment outcomes of pupils. Staff involved will receive additional CPD from the leaders at Nottingham University and will work to gather and evaluate the impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4, 5

Total budgeted cost: £198,707

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

Pupil Premium Peer Review conducted in April 2025. Key findings of the review were:

- The model for SALT provision in school allows for most effective communication between the professional setting the communication plan and the adult in school delivering the provision. This has also allowed for parents to become more involved in the reviewing and setting of targets as they are able to join to designated SALT TA and the NHS SLT for the review meeting. This has supported a more joined up approach to our SALT provision as the SALT TA provides the necessary resources to use at home for consistency.
- Children accessing Speech and Language interventions have made accelerated progress when compared to all pupils (+0.4 more progress in writing).
- RWI 1:1 Tutoring intervention continues to have an impact on the average reading and writing progress for pupils, (+0.5 in reading, +0.3 in writing). These children are also making accelerated progress in maths compared to all pupils.
- The quality of written responses to the weekly assembly question is improving each week. More pupils are applying oracy sentence stems effectively.
- Increased focus on reading fluency – repeated oral reading implemented in daily reading sessions.

Identified best practice:

- Oracy sentence stems are established across the school.
- Analysis of spring data outcomes show an increase in the average reading fluency of children in KS2 from 93.3 words per minute to 99.6 words per minute.
- Analysis of data outcomes for KS2 pupils with SLC needs show accelerated progress in reading with the average attainment of this group moving from PKS4 to PKS6 and an increase in the average wellbeing score on the Leuven Scale from 3 (moderate) to 4 (high).

Key findings from review activities:

- The SALT provision implemented across the school effectively addresses the needs of the children, with demonstrable evidence of their ongoing progress. How are the pupils identified to access SALT?
- The RWI intervention data shows progress and the children are clearly benefiting from the provision.
- There is a range of support and intervention in place to support oracy across the school.

NEXT STEPS:

- Implementation of Routes2Inclusion to ensure more robust identification of pupil need – focused item on the school professional development schedule. **Completed – Summer 2025**
- Oracy forming a whole school priority – focused item on the school professional development schedule. **Completed Summer 2025**
- Continuation of deployment of designated SALT TA across the school. Completed - Autumn 25
- Continuation of additional SLT therapist sessions through Chatter SLT LTD to liaise with SALT TA during reviewing and setting of targets. **Continuation in 2025-26**

- Implementation of oracy sentence stems to support children to structure their spoken (and then written) language. These are to be used in all whole school assemblies so that a consistent approach becomes embedded. Children are asked to complete a weekly vote in assemblies which is supported by a written response using the oracy sentence stems. **Continuation in 2025-26**

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
Mini Police Program	Nottinghamshire Police
Bikeability Program – Level 1 and 2	Via East Midlands Ltd
Knife Crime Workshops	Nottinghamshire Police
Online Safety	Nottinghamshire Police

Service pupil premium funding (optional)

<i>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</i>
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.