

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
Proportion (%) of pupil premium eligible pupils	45%
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

You may want to include information on:

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 national. 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 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.

Our school serves a vast number of children with a range of vulnerability factors. Within the 2023-24 academic year, 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. Since the writing of the previous Pupil Premium Strategy, there has 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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils' oracy skills do not support them to maximise learning opportunities.
2	The proportion of persistent absence remains above national picture.
3	The proportion of pupils with a speech language and communication need is growing (both on entry to school and in-year transitions).
4	Pupils have limited life experiences and this inhibits them putting learning into context. [Continued from previous strategy]
5	Pupils have gaps in knowledge that prevent them from securing the expected standard.

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
Pupils' oracy skills support them to maximise learning opportunities.	• Staff consistently model high quality interactions with children and other staff members. • Oracy sentence stems are consistently used by children when articulating their learning. • Stage appropriate oracy sentence stems are applied to writing by children.
An increase in attendance and a reduction in the proportion of pupils classed as persistent absentees.	• Structured protocols are used effectively to identify early support for families to improve attendance rates.

	Attendance analysis in 2026-27 shows that attendance and persistent absence is in line with national.
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.
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.
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 2024/25 shows that a larger proportion of pupils are working at ARE in reading, writing and maths. - Data analysis in 2024/25 shows that a larger proportion of pupils are making expected or accelerated progress.

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: £ 47,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>C&I Staff CPD – adaptation</i>	Quality assurance of teaching and learning in 2023-24 showed that adaptations for children with complex additional needs included effective provision but that the children who are	1, 5

<i>and scaffolding</i> £2,000	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	
<i>Staff CPD – ongoing RWI Phonics coaching from Phonics Lead</i> £1,000	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> £500	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> £500	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> <i>Costed below- £17,306</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> £41,535	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> £2,000	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: £31,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SEMH Interventions – Drawing and Talking, Emotions through Art / Nursery Rhymes, Emotion Potion, Queen Bees</i> £5,000 ALISON	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.	2, 5

£2,000 EMMA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
S&P Interventions - Fun Fit, fine motor skills, sensory circuit £3,500 MEL AND LISA £3,500 OTHER TAs	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	
SLCN Interventions – SALT sessions £17,306 MAZ	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

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential visits £4,000	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> £2,000	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> £15,000	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 4, 5
<i>Family Engagement - Adult Learning</i> £8,000	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> £2,000	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	
<i>Additional Sport Provision</i>	Physical activity has important benefits in terms of health, wellbeing and physical development. These	1, 3, 4, 5

£????	benefits have important value in themselves, however, there are benefits of physical activity for core academic attainment particularly literacy and mathematics as well. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
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Total budgeted cost: £ 109,841 (*£67,256 remaining to be included sourcing external sports coaching- TBC*)

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 accelerate 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.