

Bramley St. Peter's Pupil Premium Strategy Statement 2025-26



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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Bramley St. Peter's C of E (VA) Primary School
Number of pupils in school	364
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ruth Esplin (Headteacher)
Pupil Premium Lead	Becky Linton (Deputy Headteacher)
Governor Lead	Julie Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,190
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£201,190

Part A: Pupil Premium Strategy Plan Statement of Intent

At Bramley St Peter's C of E Primary School, our aim is that all pupils, irrespective of their background, make good progress across the curriculum. We intend to support every child to succeed and ensure that the Pupil Premium funding is spent in a targeted way to achieve this. We have a solution focused approach so that children can progress despite barriers.

We have a deep understanding of our pupils, their families and the barriers to learning they may experience. This understanding is at the heart of our strategy in order to support disadvantaged pupils. Our Pupil Premium funding ensures that all pupils receive the highest quality education to enable them to achieve their full potential. We know that high quality teaching has been proven to have the biggest impact upon progress and closing the disadvantaged attainment gap therefore a focus on this area is central to our approach.

We have considered the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can include: less support at home, weak communication and language skills, higher levels of SEMH need and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Our approach is based on diagnostic assessment, not assumption of barriers for disadvantaged pupils.

We offer high challenge and high support by acting early with bespoke plans of interventions for both individual and common need. Through a whole school approach, all staff take responsibility for ensuring we have high aspirations and a rigorous response to the needs displayed by learners who are disadvantaged.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the needs of disadvantaged children across the school.

Principles:

- 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 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.

Context:

- Bramley St. Peter's is in an inner-city area in West Leeds and the catchment area is varied. There is high unemployment in Bramley: crime, domestic violence, drugs/ alcohol abuse and anti-social behaviour are prevalent in small pockets of the local area.

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Index of Multiple Deprivation

- 75% of our school population live in the bottom 20% areas of deprivation (Leeds average = 44%), 41% live in the bottom 10% areas of deprivation (Leeds average = 34%) and 13% of our school population live in the bottom 3% areas of deprivation (Leeds average = 14%).

Income Deprivation Affecting Children Index (IDACI)

- 55% of our school population live in the bottom 20% areas of deprivation (Leeds average = 38%), 43% of our school population live in the bottom 10% areas of deprivation (Leeds average = 27%) and 13% of our school population live in the bottom 3% areas of deprivation (Leeds average = 9%).
- Attainment on entry is below and well below national, 30% of children are on the SEND register and 3 children have an EHCP (15 in process and a further 8 in Leeds transformation project will be reviewed as currently receiving funding). High mobility is also an issue.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupils present with SEMH challenges which directly impacts upon their learning and the learning of those around them. A disproportionate number of these pupils are from disadvantaged backgrounds. A higher proportion of disadvantaged pupils and their families require support for Social, Emotional and Mental Health needs.
2	Attainment and achievement gaps exist in maths and English between children eligible for Pupil Premium funding and those who are not.
3	Pupils in the Early Years arrive with significant gaps in language, communication and with poor listening skills. This directly impacts upon the attainment and progress of these pupils. A disproportionate number of these pupils are from disadvantaged backgrounds.
4	Our disadvantaged pupils have less opportunity and access to trips, visits and extra-curricular activities thus reducing their access to a cultural capital.
5	Attendance is lower among disadvantaged pupils.

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.

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Intended outcome	Success criteria
Continue to close the gap in attainment between disadvantaged and non-disadvantaged pupils.	Mid and end of year internal data shows that the gaps in attainment of disadvantaged and non-disadvantaged children pupils are reduced. Results at the end of the EYFS, the Y1 Phonics Screen, the Y2 Phonics Rescreen, Y4 MTC and KS2 statutory assessments show diminished difference in attainment between disadvantaged and non-disadvantaged pupils. Comparative data will evidence this.
The gap in communication and language skills between our disadvantaged and non-disadvantaged pupils in the EYFS will close due to intervention and support provided in school.	Comparative data (using NELI) will demonstrate identified gaps have been 'plugged'. End of Reception data will show gaps between disadvantaged and non-disadvantaged pupils have closed within the area of Communication, Language and Literacy.
Our disadvantaged children access cultural/sporting/academic opportunities to a greater degree, and parents/carers are more aware of how to access opportunities.	Our disadvantaged children take part in trips, events and enrichment activities after school and in the holidays, with parents/carers accessing opportunities more independently – evidenced on curriculum enrichment overview and sport/physical activity documents.
Support pupils with SEMH needs in school through The Base, a specialised teacher and a team of behaviour/pastoral mentors.	Key pupils to be tracked and a range of data sources to show improvements in focus areas.
Attendance for all pupils will improve, with the gap between disadvantaged and non-disadvantaged narrowing.	Persistent absence percentages will lower. Attendance of disadvantaged pupils will improve and data will demonstrate we are more in line with national figures.

Activity in this academic year (2025-2026)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £104,121

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Activity	Evidence that supports this approach	Challenges addressed
Recruit and assign a teacher for The Base – a provision solely focused on supporting pupils with the highest SEMH needs.	EEF Toolkit - Behaviour Interventions +3 months EEF Toolkit - Individualised Instruction +4 months EEF Toolkit – Metacognition and Self-Regulation +8 months EEF Toolkit -One to One Tuition +5 months	1
Mentoring and coaching of staff to ensure that their teaching is effective and supports good progress for all.	Evidence from the EEF states that great teaching is the important lever that schools must improve to improve outcomes for children.	2
Headteacher and experienced teacher attending SEL training (two year long project) and implementing approaches and curriculum in school to support all pupils in order to achieve well.	In 'Improving Social and Emotional Learning in Primary Schools' (EEF) it is recommended that SEL skills are explicitly taught and SEL skills are reinforced through whole school ethos and activities.	1, 2

Targeted academic support

Budgeted cost: £64,085

Activity	Evidence that supports this approach	Challenges addressed
A team of trained non-class based staff will deliver phonics and reading interventions throughout school in line with the Little Wandle programme.	EEF Toolkit - Phonics +5 months EEF Toolkit - One to One Tuition +5 months	2
A trained staff member will be given non-teaching time each week to assess children in the EYFS using NELI, write programmes to intervene and plug 'gaps' the children have then ensure these are delivered to a high standard.	The EEF states, 'There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities'	3

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A trained member of staff will deliver the Little Wandle fluency interventions to Year 3 pupils.	EEF Toolkit - Phonics +5 months EEF Toolkit - One to One Tuition +5 months	2
Interventions and mentoring to be provided by behaviour mentors and the pastoral team.	EEF Toolkit - Behaviour Interventions +3 months EEF Toolkit – Mentoring +2 months	1

Wider strategies

Budgeted cost: £50,008

Activity	Evidence that supports this approach	Challenges addressed
Build, coach and direct a team of behaviour mentors to deliver targeted interventions.	EEF Behaviour Interventions +3 months	1
A pastoral team will provide bespoke support and deliver targeted interventions to pupils with SEMH needs and barriers to learning.	EEF Behaviour Interventions +3 months	1
Residential trips will be subsidised for those families that need this so that all children are able to attend and experience these visits.	https://learningaway.org.uk/ Case studies by Campaign for Brilliant Residential (supported by LA)	4
An attendance team will be used to promote and support attendance. We will use the services of BCL to add capacity to our attendance team under the school's direction.	Working Together to Improve School Attendance (DFE, 2024)	5
Extra-curricular provision delivered by teachers and TAs (paid directed hours), who lead a variety of lunchtime and after school clubs throughout the academic year	Social Mobility Commission: An Unequal Playing Field Extra Curricular Activities, Soft Skills and Social Mobility This demonstrated that disadvantaged children benefit more from participation in extra- curricular	4

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	activities than their privileged counterparts (Dumais, 2006)	
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Total budgeted cost: £218,214





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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Overview of outcomes – 2024/2025

- The NCETM Mastering Number programme was implemented well into Reception and KS1. Internal data showed an improvement in pupils' place value and calculation skills and knowledge and more pupils than the previous year reached ARE showing a readiness for the next year.
- The maths team continue to attend the Maths Hub Mastery programme and implement approaches and systems into school – this includes embedding approaches to teaching times tables in KS2.
- The writing lead delivered in-house training and mentoring to staff with a greater focus on explicit teaching of vocabulary and language. This was positively acknowledged by our School Improvement Advisor in her NOVAC (October 2025) where she stated, 'The teaching of vocabulary was observed to be a strength during the visit....The use of visuals, Widgit symbols and icons, alongside clear definitions, effectively supported pupils in learning new vocabulary.'
- Clear assessment systems and interventions were implemented in phonics and there was an increase in the percentage of children passing the Year 1 Phonics Screen.

2021-2022		2022-2023		2023-2024		2024-2025		
School	National	School	National	School	National	Cohort	School	National
55% 	75%	54% 	79%	52% 	80%	44	74% 	80%

- Both the Cober Hill and Robinwood residentials were subsidised for Year 4 and Year 6 pupils which ensured that there were no financial barriers to children attending.

Externally provided programmes

Programme	Provider
A programme that fosters independent reading in KS2 and provides accurate feedback to teachers on comprehension skills. Fun and motivational for children.	Accelerated Reader
Opportunity for pupils to practice tables skills in a way that's fun, gives feedback to teachers, is targeted to their level and can boost speeds	TT Rockstars

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Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	