

Pupil premium strategy statement – Brayford Academy

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	30
Proportion (%) of pupil premium eligible pupils	10%
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	20.11.2025
Date on which it will be reviewed	1.12.2026
Statement authorised by	Dan Polak
Pupil premium lead	Sara Leggott
Governor / Trustee lead	Ben Swann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,059
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>	£8,059

Part A: Pupil premium strategy plan

Statement of intent

At Brayford Academy we aim to build the foundations of life in all its fullness underpinned by our school values. We seek to ensure that our children understand what it means to be loved and to love others within our school and our local, national and global community.

As a school community we are committed to providing the things children need to flourish in all areas of their life: academically, emotionally, socially and spiritually. Our values are engrained in our relationships with each other, and we place great emphasis on ensuring the school is a happy place to learn and work. We believe that children learn best when they feel safe, valued and when they are fully engaged in a range of exciting educational opportunities that build their aspirations for the future. In order to support with this, we provide an inclusive and supportive learning environment where the voice of every child is heard.

Our Core Values are:

- Trust and Integrity
- Enthusiasm and Creativity
- Achievement and Aspiration
- Mutual Respect and Friendship

The key principles of this pupil premium strategy plan are simple. No child should, through family income, achieve or enjoy school differently to a more affluent peer. We are determined to identify likely gaps between groups of children and be proactive in closing these. Children in more vulnerable groups need vigilance to ensure that these gaps do not develop, nor are they likely to when children leave us.

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 disadvantaged attainment gap and at the same time will benefit those pupils who are not disadvantaged.

At Brayford Academy we endeavour to do whatever it takes to remove any barriers that stand in the way of pupils achieving a great education.

Objectives in spending PPG:

1. To provide high quality teaching and learning for all pupils.
2. To diminish differences between disadvantaged pupils and their peers.
3. Ensure that disadvantaged pupils are high priority when it comes to accessing additional support/intervention programmes.
4. Ensure that disadvantaged pupils have access to a wide range of curriculum and extra-curricular activities, in order to provide an enhanced, relevant, engaging and innovative curriculum enabling them to discover the possibilities that the world provides.

At Brayford Academy we will successfully implement the strategy through evidence-based strategies used to support disadvantaged children. We will provide academic, social and emotional support and intervention where needed to enable children and families to flourish during their time at the school.

We aim to achieve our objectives by implementing the following principles:

- **Evidenced based strategies** will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
- **Defining** which disadvantaged children will get access to the various activities on offer.
- **All staff** will promote the principles and ethos of the school's strategy.
- **Quality first teaching** ensures that teaching and learning opportunities meet the needs of all the pupils.
- **Professional development** is organised and focused on improving the quality of teaching and learning, particularly for disadvantaged pupils.
- **Rigorous monitoring of our most disadvantaged pupils** so that we can clearly demonstrate the progress being made and identify any barriers/gaps that may need addressing.
- **Recognition** - when 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.
- **Pupil premium funding** will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- **Working in partnership** with parents and outside agencies to support children and their families.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of speech and language development in preschool and Reception.</p> <p>School improvement work carried out by the Trust and by Senior Leaders at the school indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged pupils.</p>
2	<p>Lack of time socialising with peers and maintaining positive relationships</p>

	Interruptions caused as a result of Covid-19 meant that many of our disadvantaged pupils missed key developmental opportunities linked to relationship education.
3	Low levels of support and understanding of how to support children's reading and spelling development at home. Individual School Reviews completed by the trust indicate that disadvantaged pupils generally have greater difficulties with reading / phonics than their peers. This has a significant impact on their development as readers.
4	Children missing out on wider curriculum opportunities in school Beyond curriculum opportunities need to be readily available to all so children will have access to a variety of activities to inspire and support their learning in school.
5	Parental engagement with all aspects of school life The school needs to have capacity to engage with all parents equally, no matter their circumstances.
6	Financial difficulties Our school ethos is focused on 'Nurturing young minds for a bright future,' and it is through this that we endeavor to ensure that we support all families, especially those who are disadvantaged, who are facing financial challenges.
7	Improving attendance There should be no gap between PP and non PP children's attendance. We know nationally this is the case so need to invest in this on a local level.

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
To ensure that every child has access to high quality teaching every day.	Monitoring (including deep dives, reviews and drop in visits) demonstrate that teaching is good or better. CPD linked to the Walkthrus toolkit will be used to train teachers and support staff.
All disadvantaged children make progress in reading and spelling which is in line with/significantly close to that of non-disadvantaged children.	Internal school attainment and progress data will show the gap between disadvantaged children and their peers is being reduced.

	KS1 & KS2 data will show that the attainment and progress gap for disadvantaged pupils at Brayford Academy (when appropriate) is in line with or better than the national and Devon average.
All PP children to have participated in the Forest school programme and additional activities in school which involve cooking, clubs, and learning how to care for animals Lunchtime play times will provide opportunities for children to learn how to play team games and activities will be led by MTAs.	Children to have completed Forest school activities throughout the academic year. Pupil voice activities highlight a good understanding of how to develop and maintain positive relationships. Pupil voice activities highlight positive experiences at playtimes.
All PP children have the opportunity to access a wider curriculum offer, if they would like to. <ul style="list-style-type: none"> • Big Events • Residentials • Swimming Sporting and Musical events	100% of PP children attend all curriculum-led big events, residentials and swimming. All PP children to take part in a Trust wide Forest School and Team building session.
PP families are supported to engage with wider aspects of school life. <ul style="list-style-type: none"> • Phonics evening • SATS information evening Parents evenings	PP families are expected to attend all additional evenings. Childcare available to support attendance. Additional follow up support offered where Parents and Carers cannot attend.
Ensure all PP children have appropriate school and PE uniforms.	The school has supported all requests for uniform when required.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The percentage of all pupils who are consistently absent is reduced. The overall attendance rate for all pupils being above 92% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced.
To ensure that all pupils have access to high quality pastoral support in order to achieve and sustain improved wellbeing.	Sustained high levels of wellbeing demonstrated by: Positive pupil voice questionnaires Positive parental questionnaires that show they feel supported by the school. Where necessary Improved behaviour due to reduced anxiety.

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: £ 4,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing High Quality teaching</p> <ul style="list-style-type: none"> - Implementation of Walkthrus toolkit across the school. - Whole school focus on teaching techniques linked to Walkthrus that will specifically focus on tackling barriers to learning faced by the lowest 20% of learners in each class. - Quality assurance through regular monitoring. - Walkthrus implementation to include support staff. <p>Ensure that there is a sharp focus on practice and retrieval and providing children with high quality feedback.</p>	<p>The Walkthrus toolkit and EEF toolkit will be used to achieve this objective.</p> <p>EEF +7 – Metacognition and Self-Regulation strategies. Metacognition and Self Regulation Strategies</p> <p>EEF + 6 months – Feedback Feedback</p> <p>EEF + 4 months – Reading Comprehension Strategies Reading Comprehension Strategies</p>	<p>1,4</p>
<p>Recruit TA to support PP children within the class during whole class quality first teaching. Focus on early reading.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>EEF + 4 Months - Teaching Assistant Interventions Teaching Assistant - Interventions</p>	<p>3</p>
<p>Read, Write, Inc</p> <ul style="list-style-type: none"> - Monitoring and Feedback - Training 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>3</p>

- Purchase RWI materials and re-sources to build on what the school already has.	EEF + 5 months – phonics Phonics	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of TA time to deliver intervention programmes to support small groups and individual children.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF + 4 Months - Teaching Assistant Interventions Teaching Assistant - Interventions	3, 5
Targeted intervention to help PP children to make good/better progress using: Trugs Speech intervention	Speech link and language link is a recognised programme which involves careful assessment of children’s speech needs and sets intervention activities in response to assessment areas EEF: +6 months Oral Language Intervention Oral Language - Interventions	1, 5

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to curriculum provision and enrichment activities. Provide 50%	To show positive benefits on academic learning and wider outcomes such as self confidence -	2, 6

discount on all school outings, including residential trips with a view to creating.	EEF - Outdoor adventure learning +3 months Outdoor Adventure Learning	
To provide an opportunity and equal access for all children to engage in specialist teaching sessions - for children to build confidence through learning an instrument or taking part in sport	Pupils build confidence through learning an instrument. Pupil voice questionnaires revealing improved self esteem, engagement in ensembles and awareness of another avenue or aspiration. EEF - Arts participation +3 months Arts Participation	4, 6
To provide additional time for children to take part in Forest school activities and caring for school pets to improve their social and emotional learning.	Children demonstrate increased social and emotional development through pupil voice questionnaires. Assessments from Jigsaw PSHE programmes show progress in this area. EEF - social and emotional learning +4 months Social and Emotional Learning	2, 4, 7
Embedding principles of good practice set out in the DfE's Improving school attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Evidence Report The link between Absence and Attainment	7
To provide 50% discount to the daily Breakfast club. To provide opportunities for after school clubs to enhance wellbeing and mental health.	Children are well prepared and ready for learning. Children demonstrate positive social and emotional development. Pupil voice surveys demonstrate high levels of self-esteem. EEF - social and emotional learning +4 months Social and Emotional Learning	2,5,6

Total budgeted cost: £ 8,059

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The implementation of the Walkthrus toolkit has embedded high-quality, evidence-based teaching techniques across the school. Monitoring activities, including learning walks and trust reviews, demonstrate that these consistency measures are having a positive impact on the lowest 20% of learners.

Consequently, we have observed that the attainment gap between disadvantaged pupils and their peers is narrowing. Specifically, targeted support in phonics and reading using the Read, Write, Inc programme, alongside the deployment of Teaching Assistants for specific interventions, has resulted in disadvantaged pupils making progress in line with, or exceeding, their prior attainment expectations.

Our focus on social and emotional learning has yielded significant positive outcomes. The integration of Forest School activities and opportunities to care for school animals has proved highly effective in building self-esteem and fostering positive relationships among peers. Pupil voice surveys indicate a marked improvement in the confidence of our disadvantaged pupils, particularly regarding their ability to socialise and maintain friendships. The OPAL structured lunchtime play activities led by MTAs have further supported this, resulting in positive experiences at playtimes and a reduction in anxiety-related behaviours.

We have successfully achieved our goal of ensuring 100% of disadvantaged children had the opportunity to attend curriculum-led Big Events, residentials and swimming sessions. By utilising funding to subsidise these activities and offer discounts for outings, we ensured that financial difficulties did not prevent any child from accessing the wider curriculum. This has allowed our pupils to discover new interests and build aspirations for the future through music, sport and outdoor learning.

Strategies to improve attendance have resulted in a positive upward trend. By embedding the DfE's Improving School Attendance advice and closely monitoring absenteeism, we have seen a reduction in persistent absence among our disadvantaged cohort. Furthermore, our approach to engaging families- through supported attendance at Phonics and SATS information evenings- has strengthened the partnership between home and school. We have ensured that all families facing financial challenges were supported with uniform requirements and access to breakfast clubs, ensuring children arrived at school ready to learn.