

# **Pupil premium strategy statement 2025-2026**



## **BOURNEBROOK CHURCH OF ENGLAND 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	117 +( 19 nursery) 136
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2026/2027
Date this statement was published	5 <sup>th</sup> December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Smith
Pupil premium lead	Nicola Smith
Governor / Trustee lead	Tirth Bains

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,050.00
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>	£43,050.00

## Part A: Pupil premium strategy plan

### Statement of intent

At Bournebrook C of E Primary School we are highly committed to developing the whole child using a broad and engaging curriculum. As a school we foster positive relationships, which allow children to develop and grow, to enable them to achieve their best and be a successful part of the Bournebrook Community.

The pupil premium strategy focuses on disadvantaged pupils achieving their potential both academically, and socially as well as being able to express their emotions clearly. The strategy identifies the barriers that vulnerable pupils face and the provision and support in place to meet their needs. Regulation of emotions through high quality support is offered to all and sessions within small groups and individual support to achieve this. Sensory needs and the development of a wide and rich sensory diet for the most vulnerable learners is a priority.

The strategy focuses on a tiered approach, with first quality teaching being central to the plan. Evidence suggests that high quality teaching is essential to pupils achieving the best outcomes. Further training, support and guidance for all staff will further develop their teaching capacity. A whole school approach to supporting trauma focused practices. Further maths training for all staff to support development of the basic concepts and arithmetic.

Targeted support in the form of timely intervention groups, also form part of the strategy.

Disadvantaged children are also provided with opportunities to thrive within extended curriculum opportunities.

We strongly believe that the pastoral care and well being of all of our disadvantaged children is vital and that understanding their emotional needs will lead to improved outcomes. Further staff training to support emotional development and regular trauma informed approaches training refreshed.

All staff know pupil premium children and we have a policy of “bearing them in mind” in all we do.

### Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that attainment of disadvantaged pupils is significantly below that on non-disadvantaged pupils. A gap starts in EYFS and is still evident in Key Stage 2
2	Some families require help to access further support. The Early Support and Family Help process is used to provide additional family support to aid better outcomes.
3	Some disadvantaged children require more support to manage their social, sensory and emotional well-being, this is impacting on their progress and their regulation within the school day
4	Attendance of dual attribute children is lower than their peers.

## 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 mathematical calculation skills by the end of year outcomes for all pupils.	KS2 maths outcomes show a raise in children achieving age related expectations or accelerated progress from their starting point.
Improved phonics, reading and writing outcomes	Levelling up to reduce the attainment gap
To improve social, sensory and emotional well-being particularly for the disadvantaged pupils	Sustained levels of well-being demonstrated through pupil voice, parent surveys and increased participation in enrichment activities. Pupils are able to regulate themselves throughout the day.
Sustain good working relationships with families, particularly those that are disadvantaged	Data through parental feedback and pupil voice. Early Support and Family Help opened for those that need it.
Improved attendance	Attendance to be above the non-disadvantaged school communities attendance, with attendance lead monitoring exploring different groups.

## 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: £ 10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths CPD for leaders and teachers, including Origin Maths Hub Mastery Readiness and Mastering Number Course and the use of the Maths Hub.</p>	<p>Research from the NCETM These key foundations include: shared vision and culture around the importance of maths a belief that every child can achieve highly in maths a positive mind set towards maths amongst all staff .Good maths subject knowledge amongst teachers and TAs systems that maximise learning, such as timetabling, intervention, curriculum and pedagogical approaches teaching of arithmetical proficiency for all children, to support mathematical fluency by reducing cognitive load ongoing staff development, which is valued by all staff and senior leaders. All teaching staff to be provided with Maths Hub support, including observing model lessons.</p> <p>EEF support Early Maths Development to ensure greater development of acquisition of basic maths skills, training from the Maths Hub will aid teacher's knowledge.</p>	<p>1</p>
<p>Improve self-regulation strategies for all pupils, through further development of the Bournebrook Way</p>	<p>Evidence suggests that developing a positive school ethos can improve outcomes and behaviour is regulated.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>            (Educationendowmentfoundation.co.uk)            Teaching children to support their regulation within Early Years can support self regulation and executive functioning.  <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function">https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</a>            Use of drawing and talking therapy to support pupils communicate their needs as an attachment-based therapeutic intervention.</p>	<p>1,2,3</p>

<p>Improve regulation through all staff being de-escalation trained and teaching self regulation/ coregulation strategies</p>	<p>Evidence suggests children learn when regulated and know self regulation strategies.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>  All staff to use de-escalation strategies based on trauma informed practice using behaviour support from the EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  Training an in school Thrive practitioner to support pupils, evidence suggests that through a whole well being approach better  outco<a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a> research outcomes are achieved  <a href="https://www.thriveapproach.com/impact-and-research">https://www.thriveapproach.com/impact-and-research</a>    PBS training for SENDCo to disseminate information/ strategies to other staff to support an holistic approach to support behaviours.  <a href="https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/">https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/</a></p>	<p>1,2,3</p>
<p>EPATT training for staff</p>	<p>Improves sight reading, spelling and maths fluency. A combined approach from leading professionals and the EP service.  <a href="https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPs-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/EP-Literacy-Approach.aspx">https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EPs-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/EP-Literacy-Approach.aspx</a></p>	<p>1,3</p>
<p>Use of assessment to inform any gaps in learning and plan future teaching.  NFER tests used</p>	<p>Evidence informs that feedback and assessment are part of the key teaching cycle, that can improve pupil performance. Pupils to receive 1:1 or small group support  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,3</p>

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

Budgeted cost: £ 15,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group support based on needs led interventions	EEF evidence indicates that through small group sessions allow a teacher to focus on individuals improves outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,3
Release of targeted TA's to reflect with children on their own learning.	The EEF reports suggests an improvement of +5 months with small group/ 1:1 support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,3
All pupil premium children and pupil premium with SEND to receive supplemented support from teaching assistants	SEND EEF report has five recommendations – one is the effective use of TA support to supplement teaching and learning with a scaffolded approach. Funding used to support phonics, reading and writing <a href="https://educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools-EEF">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Targeted interventions	EPATT- the Educational Psychology Service has developed an EP Literacy Approach which focuses on the enjoyment of reading and improving decoding skills and specialist support. 1:1 interventions delivered, now including maths <a href="https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EP-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/EP-Literacy-Approach.aspx">https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/EP-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/EP-Literacy-Approach.aspx</a>	1,3

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

Budgeted cost: £ 17,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on developing a positive school ethos, emotional coaching with attachment aware approach with the aim to improve all	The six steps highlighted in EEF report illustrate the importance of relationship building to develop positive attitudes which impacts emotional well being of all. <a href="https://educationendowmentfoundation.org.uk/Premium/Behaviour%20EEF.html">Premium/Behaviour%20EEF.html</a>	1,3

behaviours across school		
Embedding principles of the DfE's improving attendance by providing additional training for Attendance Champion.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#overview">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#overview</a> The DfE framework indicates that a whole school attendance approach is most effective with careful monitoring of all groups	4
Sycamore Counselling sessions to support emotional well-being	Dedicated emotional and social support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,3
Funding wider curriculum opportunities	<a href="https://www.gov.uk/government/publications/evaluation-of-the-essential-life-skills-programme">https://www.gov.uk/government/publications/evaluation-of-the-essential-life-skills-programme</a> This government reports shows the importance of being part of extra-curricular activities	1,3
Funding to support Maple sessions	Upon completing of SDQ's, areas of need are identified and used to plan pastoral activities to support children within Maple sessions. Staff plan and deliver the sessions under the direction of the SENDCo.	1,2,3
Sensory regulation support- morning sensory circuits and sensory activities throughout the day, using three types of activities: Alerting, Organising and Calming	Evidence suggests that use of sensory activities supports regulation and helps prepare children for the day's learning and achieve optimum level of alertness <a href="https://cypf.berkshirehealthcare.nhs.uk/health-and-development/sensory-processing/sensory-circuits/">https://cypf.berkshirehealthcare.nhs.uk/health-and-development/sensory-processing/sensory-circuits/</a>	

Total budgeted cost: £43,050.00

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Sycamore Counselling supported some of the most vulnerable children, post counselling feedback indicated that children were more regulated at school and home.

Some children needed extra emotional support to help access the curriculum, this was provided by 1:1 support and small group interventions.

Our internal assessments during 2023- 2024 suggest that some disadvantaged children have outperformed or were in line with their peers in some areas of the curriculum.

The small number of children in each year group carries a large proportion of the total, so small numbers can create large percentage differences, particularly evident within Year 6 data.

Year one phonics screen, disadvantaged pupils outperformed the non-disadvantaged pupils with all pupils achieving above the national average.

There were no Year 2 pupils to monitor the Key Stage One SATs comparison for disadvantaged and non disadvantaged pupils.

At the end of Key Stage Two, disadvantaged performed inline with some pupils achieving below their peers despite 1:1 targeted interventions.

Pupils received support for emotional well being this was successful as pupils were able to express their feelings.

2024-2025

Sycamore counselling has been effective at providing children with a range of strategies to support emotional regulation.

Interventions to reinforce emotional regulation have been successful, but more work for the whole school staff would benefit a wider number of children.

Further maths CPD has supported the teaching of a mastery style maths. Members of staff attending Maths Hub training, this has been successfully disseminated to the rest of the school staff via staff meeting.

All staff have received further co- regulation training as a whole staff and through the local consortium, this has enabled staff to support children's regulation.

Throughout this year children have received 1:1 interventions to support learning building on identified gaps and promote discussions about their learning. Small group support for vulnerable pupils has been carried out, with further development of positive attitudes and behaviours.

Attendance has been a continued focus for the year with interventions in place to support improved attendance.

Support for extra curricular activities to provide equality for all has been supported by the funding.

## 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.*

<b>Programme</b>	<b>Provider</b>
PBS	Challenging Behaviour Foundation
Sycamore Counselling	Warwickshire County Council Counselling Services
Mastery Readiness/ Mastering Number	Maths Hub
Trauma Informed Practice	Warwickshire Virtual School
Thrive Training	Flourish Education
Drawing and Talking	Drawing and Talking Therapy
EPATT	Staffordshire/ Warwickshire Education Psychology Service.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*