



Pupil premium strategy statement – Bramber Primary 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	208
Proportion (%) of pupil premium eligible pupils	12.02%
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)	2024-2025 to 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tracy Scott
Pupil premium lead	Tracy Scott
Governor / Trustee lead	Kerry Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100.00 £4,025 (in year funding)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£6,349.40
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>	£ 39,474.40

Part A: Pupil premium strategy plan

Statement of intent

At Bramber our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This funding helps remove barriers to learning and enables our disadvantaged and vulnerable pupils to fully engage in our curriculum and school life.

The allocation of Pupil Premium funding is not entirely designated on a per-pupil basis but is strategically used to provide the most appropriate support to meet needs and overcome barriers to learning. The school takes an individualised approach to monitoring progress and attainment and this is reviewed termly at progress review meetings with senior leaders, class teachers and the SEND team. The Headteacher has overall responsibility for the pupil premium funding; they monitor the impact of spending on children's progress and attainment and the provision made for individual children that have specific barriers to learning.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Bramber, we are committed to supporting and developing the whole child. This funding ensures that the emotional wellbeing of our disadvantaged and vulnerable pupils is supported in order to remove this barrier to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We have a relatively small percentage of our school population receiving the pupil premium funding and we need to ensure it is used effectively to support their needs within the classroom and whole school context. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The performance of disadvantaged pupils is monitored by the Governing Body who also check the Pupil Premium Funding expenditure.

Challenges

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

Challenge number	Detail of challenge
1	From analysing school attendance data, attendance for disadvantaged pupils is lower than our non-disadvantaged pupils.

2	A high percentage of our pupil premium pupils are also on our SEND register. However, where the need is not cognition and learning, disadvantaged pupils are not always meeting age-related expectations in reading, writing and maths.
3	From speaking with families, discussions with school staff and external agencies, and analysing internal data, poor emotional regulation and wellbeing is affecting many of our disadvantaged pupils.
4	From lesson observations, monitoring of learning, discussions with teachers and support staff, many of our disadvantaged pupils do not have a strong sense of themselves as learners, which can result in some disengagement from learning.

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
Improve the attendance of our disadvantaged pupils.	Attendance is in line with national averages and our non-disadvantaged pupils.
Where cognition and learning SEN need is not a barrier to learning, disadvantaged pupils achieve age-related expectations in combined reading, writing and maths and are in line with non-disadvantaged peers.	Those pupils identified to not have cognition and learning need to be a barrier to learning will be at age related expectation for reading, writing and maths combined. This attainment will continue throughout their time at Bramber.
Improved emotional regulation and wellbeing is evident in our disadvantaged pupils.	Less reports of emotional dysregulation on CPOMS Less personalised pastoral and wellbeing support needed for individual pupils Parent survey report improvements in emotional wellbeing and regulation. School staff report improvements in regulation in the classroom. Also evident in learning walks and observations.
Our pupils are able to apply metacognitive knowledge and regulation when learning.	Children speak about themselves as learners and use strategies to support themselves. School staff report improvement in engagement and independence. Book looks show an increased level of detail in learning responses. Assessment data shows improved 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: £ 1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Evidence-Based Teaching Strategies Across the School (The Bramber Way)</p> <p>To ensure all disadvantaged pupils benefit from consistently high-quality, evidence-informed teaching that improves progress and closes attainment gaps.</p> <p>This activity focuses on embedding <i>The Bramber Way</i>—the school’s evidence-based teaching and learning framework—across all classrooms. Staff will continue to engage in a structured programme of professional development supported by peer coaching, mentoring, ongoing in-house training and the West Sussex Standards and Effectiveness training model where needed.</p> <p>The aim is to continue to strengthen Quality First Teaching so that disadvantaged pupils experience highly effective learning every day.</p>	<p>EEF: The EEF Guide to the Pupil Premium EEF</p>	<p>All</p>
<p>To ensure all disadvantaged pupils develop secure foundational skills that enable them to access the full curriculum. Strengthening handwriting, grammar, spelling, punctuation and multiplication fluency will support improved attainment and close gaps across KS1 and KS2.</p> <p>This activity aims to embed consistent approaches to teaching key foundational skills in writing and mathematics. Professional development, structured progression, and</p>	<p>EEF – Improving Literacy in KS1 and KS2 Literacy KS1 Guidance Report 2020.pdf</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition-part-1.pdf</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>The writing framework DFE, 2025</p>	<p>2</p>

<p>high-quality assessment for learning strategies will ensure all staff deliver precise, consistent practice. Disadvantaged pupils will particularly benefit from strengthened fluency, accuracy and confidence in both their written work and mathematical understanding.</p>	<p>Teaching spelling well and why it... St. Matthew's Research School</p> <p>New research shines light on need for more than just speed recall in multiplication learning - University of Nottingham</p> <p>maths-hubs-annual-report-2023-24.pdf</p> <p>Multiplication tables check attainment, Academic year 2024/25 - Explore education statistics - GOV.UK</p>	
<p>Develop staff understanding of executive functioning.</p> <p>Through a programme of professional development, ensure all staff:</p> <ul style="list-style-type: none"> • Understand what executive functioning is and why it matters for learning. • Recognise common EF challenges in pupils. • Explore strategies that strengthen EF skills within everyday teaching. • Create subject-specific plans to support EF development. 	<p>EEF: Effective Professional Development EEF</p> <p>Metacognition and Self-regulated Learning EEF</p>	3 and 4
<p>Continue to improve oracy across the school.</p> <p>Continue to release teachers in the oracy team to develop action plan to improve oracy and release to implement strategy for the whole school approach</p>	<p>EEF Oral language interventions EEF</p>	2 and 3

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide bespoke and enhanced internal supported provision in the Learning Pod.</p> <p>Targeted 1:1 and small group intervention, led primarily by a specialist teacher and higher-level support staff to offer adapted quality first teaching and bespoke 1:1 interventions that focus on core skills in reading, writing and mathematics.</p>	<p>EEF: Small group tuition EEF.</p>	All
<p>Implement oral language interventions:</p>	<p>Oral language interventions EEF</p>	2 and 3

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

Budgeted cost: £ 2,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional support: Provide access to counselling and support services that address the emotional and social needs of disadvantaged pupils. This can help them feel more secure and engaged in their learning environment.</p> <p>Play Therapist available in school one day a week to support individual children.</p> <p>Wellbeing Co-ordinators offer 1:1 and small nurture group provision</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 3 and 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>Working together to improve school attendance - GOV.UK</p>	1

<p>Extracurricular activities: Continue to offer a range of extracurricular opportunities that cater to diverse interests, ensuring that disadvantaged pupils have access to clubs and activities that promote social skills and engagement.</p> <p><i>Continue involvement in the Worthing Schools' 'Shine' project (formerly '50 Things') that promotes opportunities outside of the classroom for disadvantaged pupils.</i></p>	<p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p>	<p>All</p>
<p>Engage families in emotional wellbeing initiatives: Host workshops and information sessions for parents to equip them with strategies to support their children's emotional health at home.</p>	<p>Working with Parents to Support Children's Learning EEF</p>	<p>All With particular focus on 1,3 and 4.</p>
<p>Develop the sensory garden for whole school wellbeing provision.</p> <p>Provide outdoor sensory support and a place for mindfulness and wellbeing.</p>		<p>All With particular focus on 1,3 and 4.</p>
<p>Incorporate mindfulness practises: Introduce mindfulness exercises in small groups to help pupils develop self-awareness and emotional control.</p> <p>Sensory Circuits provided daily to support emotional regulation and a successful entry into school.</p> <p>Develop the use of 'The Regulation Station' to encourage self regulation.</p>	<p>What is a Sensory Circuit? Structural Learning</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 39,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have undertaken a detailed analysis of the performance of our disadvantaged pupils over the previous academic year, drawing on national assessment outcomes alongside the school's internal summative and formative assessment data. To understand the relative performance of our disadvantaged pupils, we compared their outcomes with those of both disadvantaged and non-disadvantaged pupils at national and local level, as well as with the performance of non-disadvantaged pupils within our school. We recognise that cohorts included in this data will have experienced differing levels of disruption due to the Covid-19 pandemic earlier in their schooling, which continues to affect individual pupils and schools to varying degrees.

Half of our disadvantaged cohort are pupils with SEND. Analysis of internal assessment data indicates that disadvantaged pupils who do not have SEND are achieving in line with their non-SEND, non-disadvantaged peers—an improving picture when compared with previous years. Our disadvantaged pupils with SEND are similarly attaining outcomes comparable to their non-disadvantaged peers with SEND. This data will continue to be monitored to maintain this standard.

Progress for disadvantaged pupils, including those with SEND, was broadly similar to that of non-disadvantaged pupils across the academic year. Notably, 100% of disadvantaged pupils with SEND made expected or better progress in reading, and 100% of disadvantaged pupils without SEND made expected or better progress in writing.

In our end of Key Stage 2 outcomes, 67% of disadvantaged pupils achieved the expected standard or above in reading, writing and mathematics combined—broadly in line with national performance. Additionally, 34% achieved greater depth across all three areas, which is above national averages.

We also reviewed wider contextual factors—including attendance, behaviour and wellbeing—to deepen our understanding of barriers affecting disadvantaged pupils. Attendance for disadvantaged pupils remains lower than that of their non-disadvantaged peers. While rates of persistent absence are similar between groups, the data indicates a higher proportion of non-disadvantaged pupils are at risk of becoming persistently absent based on current absence percentages. Improving attendance continues to be a priority within our wider wellbeing strategy, including work on understanding and strengthening pupils' executive functioning. At Bramber, there is no evidence of a direct correlation between behaviour and disadvantage.

Following this analysis, we have reviewed our current Pupil Premium strategy and refined our approach, including making targeted adjustments to how we intend to allocate our budget in the coming year.

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
Reciprocal Reading	Fischer Family Trust
Nuffield Early Language Intervention (NELI)	Nuffield
Number Stacks	Number Stacks