Branston Locks Primary and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Branston Locks Primary and Nursery School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	8%
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)	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Bryant
Pupil premium lead	Kate Bryant
Governor / Trustee lead	Rev Andy Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £9000 (anticipated)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£9000

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the local governing body at Branston Locks Primary and Nursery School are accountable for ensuring that 'socially disadvantaged' pupils develop a love for learning and acquire the relevant skills and knowledge to fulfil their potential and make a positive contribution to the world. We are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment that allows them to flourish.

Overcoming barriers to learning is at the core of our Pupil Premium Strategy and use of funding. We understand that barriers for individual children are different and therefore needs and costs will vary, therefore we do not allocate funding on and personal basis for each child. Instead, we identify the barriers to be addressed and address this through ensuring that the quality of provision for every child is excellent and tailored to need, whether it be in small groups, or larger ones and we allocate budget accordingly.

Our priorities are:

- Ensuring that all children receive high quality first teaching in every lesson
- Closing any attainment gaps between disadvantaged pupils and their peers
- Providing targeted academic and pastoral support for pupils who are not making expected progress or who need emotional support in order to do so
- Addressing non-academic barriers to learning such as well-being, attendance, behaviour for learning and cultural capital
- Ensuring that the Pupil Premium funding makes a difference for those pupils who need it most

To ensure that this plan is implemented successfully, evidence informed strategies and quality assured research will be used to support disadvantaged pupils. A range of interventions to ensure educational recovery will be used within school and at home and early reading will be focussed upon to ensure effective communication and language skills which form the basis of all learning and allow children richer and deeper understanding of our relevant, engaging and knowledge rich curriculum.

Successful implementation of the plan will be achieved through:

- Evidence-based strategies informing the implementation of curriculum and pedagogy of staff, ensuring lasting impact on improving outcomes for disadvantaged pupils
- High quality teaching and learning for every child that meets need, thus improving outcomes for disadvantaged children

- The support of children socially and emotionally to ensure that the conditions for learning are right
- Ensuring that disadvantaged pupils have access to a wide range of experiences and activities to enhance their cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Children entering school in Reception with a low baseline in Communication and Language. Some children enter Reception with limited vocabulary and unable to say more than simple phrases. This is due to a lack of exposure to books and early reading. Whilst our parents are supportive and do engage with school, before children have entered Reception, only a small minority have routinely read and taught effective reading behaviours to their children, resulting in limited vocabulary.
2	Underdeveloped oracy skills mean that Communication and Language in EYFS acts as a barrier and many children start school with lower baseline language levels.
3	A significant number of disadvantaged pupils also have identified SEND needs, particularly linked to neurodivergence (Autism / ADHD) and this requires an inclusive, adaptive approach to both curriculum and pedagogy.
4	A significant number of disadvantaged pupils enter Reception with lower baseline levels in PSED and this impacts their ability to self-regulate and their readiness to learn

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
Increased parental engagement with Early Reading in Reception and Year 1 and an improved love of Reading for Pleasure	- All children (including disadvantaged) access online reading systems - A progressive reading scheme is in place that improves confidence and children and parents find engaging

	- All children have access to at least 2 books from school – one decodable, one RfP book - Children all access the school library at least once per week - Parents complete Reading Records to show that every child reads at least 3x per week - The number of children reaching the end of the Reading Rainbow (in school initiative) increases - Parent voice shows that reading is valued - Year 1 phonics results are in line with or above national average
Improved language and oracy skills across Reception and Year 1, particularly in disadvantaged pupils	- Disadvantaged pupils make accelerated progress in language development and oracy - Pupils development of oracy skills ensure that they have greater access to the curriculum - Pupils demonstrate wider use of vocabulary and improved sentence structure - Pupils are able to hold back and forth conversations with confidence
Accelerated progress for disadvantaged pupils with SEND from their starting points	- Disadvantaged pupils with SEND make accelerated progress from their starting points due to inclusive practice - Staff use effective intervention to promote communication and language - Personalised and adapted teaching ensures that needs are met
Improved self-regulation and readiness to learn	- Pupils affected by social and emotional challenges access a wide range of enrichment activities - Children benefit from consistent and meaningful relationships in school - Adults in school have a range of strategies to support children with their emotions and consequent behaviours

	• Self-regulation is improved

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and bespoke external CPD delivered to staff to ensure high-quality teaching and learning across school	High-quality teaching	EEF The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them	1, 2, 3, 4
Whole staff Autism Awareness Training	The Benefits of the Schools Programme	Autism Education Trust The AET's face-to-face and virtual training modules and materials have been commissioned by the Department for Education to support practitioners and those working in mainstream and specialist early years settings nationwide. This can be delivered by Staffordshire Authority and improves understanding of sensory needs, communication preferences and emotion regulation strategies.	3, 4
Classroom based oracy development routines, including structured talk, sentence stems and exploratory discussion	Voice 21 Oracy Framework Embedding oracy into daily classroom practice supports vocabulary development, reasoning and communication. Oracy focussed routines provide equitable access	1, 2
High quality teaching and learning of Early Reading and	The importance of reading in early years education	EEF	1, 2

implementation of a high quality reading scheme to support delivery of the curriculum	Early reading should be developed using a balanced approach that focuses on both language comprehension and decoding. To support language comprehension, children appear to benefit from a range of complementary activities, including those focused on vocabulary development, language structures and the development of background knowledge. Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills.	
Training for staff on Trauma, Attachment and Emotional Literacy to ensure all staff have a clear understanding of how to support all children throughout the day	[Special Educational Needs in Mainstream Schools	EEF](#) An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	3, 4
Enhance the curriculum to ensure exposure to a wider cultural capital and directly teach self-regulation for executive function	[EEF	Self-Regulation and Executive Function](#) The approach of promoting physical activity can support children's executive function. Engaging children in physical activity and integrating it into tasks that promote other learning opportunities can be effective.	1, 2, 3, 4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality Speech and Language Programme to support	[EEF	Communication and Language](#) Studies of communication and language approaches consistently	1, 2, 3

language development (NELI)	show benefits for young children's learning. These approaches can have a positive impact on various aspects of language and communication, including children's spoken language skills and comprehension. All children appear to benefit, but some studies suggest that it is particularly important to use these approaches with children from socio-economically disadvantaged backgrounds, who often start with early years providers at an earlier stage in their language development.	
Provide high-quality support for pupils who require access to ELSA (Emotional Literacy Support Assistant) and other therapies to further support PSED across school	Social and emotional learning | EEF Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3, 4
Provide in class guided groups and keep up sessions led by teachers and TAs to focus on core curriculum skills	Small group tuition | EEF The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1, 2, 3, 4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent information sessions / workshops / drop-ins led by existing staff	[Parental engagement	EEF](#) Parental engagement in early years education is consistently associated with children's subsequent academic success. Approaches that aim to increase general parental engagement, for example by encouraging parents to read with their children can have a moderate positive impact for all children. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children.	1, 2
Enrichment provision mapped and opportunities to expand knowledge of the wider community are developed	[The Importance of Equality, Diversity, and Inclusion (EDI) in Schools and Multi-Academy Trusts	Strictly Education](#) Equality, diversity, and inclusion (EDI) are critical components of a healthy school culture. A focus on EDI creates a welcoming, supportive environment where every student and staff member can thrive.	1, 2, 3, 4
Enrichment provision through bushcraft / forest schools	[EEF	Self-Regulation and Executive Function](#) Small group work in learning outside of the classroom will support teaching and learning of self regulation and improve independence and resilience for those children who need the support in developing these skills, thus allowing them the ability to access learning more readily within mainstream classroom teaching.	,1, 2, 3, 4

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Total budgeted cost: £9000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year (2024-25), in the first year of opening, there was no Pupil Premium Strategy due to the fact that only one pupil was entitled to funding.

With the growth of the school, now in its second year, a greater number of pupils attend and therefore a greater number of pupils who are from disadvantaged backgrounds.

Further information (optional)

At Branston Locks Primary and Nursery School, we regularly analyse data and use monitoring and evaluation activities to ensure that all pupils are receiving a high-quality education. This supports the development of this strategy document. In planning this Pupil Premium Strategy, we have taken into account data from 2025 EYFSP and triangulated this with evidence from learning walks, pupil and parent voice and other sources of data.

We have engaged with working parties across a number of other schools and Staffordshire Research School, to ensure that we use the latest evidence bases to inform effective use of Pupil Premium funding.

We also use A School's Guide to Implementation | EEF to help us develop our strategy and we embrace the 'explore' phase to help us identify the needs that are specific to our context and we will adjust our approach to ensure better outcomes for pupils.

Our Pupil Premium Strategy will be supplemented by additional activity that is not funded by Pupil Premium and will include:

- Embedding effective practice around feedback.
- As a Trust, using Leadership Matters to enhance practice and develop consistency across teaching and learning.
- Offering a range of extra-curricular activities to boost well-being, behaviour and aspiration whilst building social skills and resilience.
- Offering a robust outdoor learning curriculum for all to ensure connectivity with nature, a wider understanding of the world and to boost well-being and emotional regulation.