



Pupil premium strategy statement – Brenzett 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	90
Proportion (%) of pupil premium eligible pupils	(17) 18.8%
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)	2025-2026
Date this statement was published	03/02/2026
Date on which it will be reviewed	December 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Rowan Wright Headteacher
Governor / Trustee lead	Lynn Seal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,895
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£39,895



Part A: Pupil premium strategy plan

Statement of intent

Objectives for your disadvantaged pupils:

Our aim is for all disadvantaged pupils to have the same equal opportunities as our non-Pupil Premium pupils; removing barriers to learning and living a life which they rightly deserve- having warm clothing, food, and a safe place to be. If a child feels safe and happy they are more likely to be successful and engaged in learning. Our pupil premium strategy is driven by our Vision and values. Our strategy emphasises an inclusive approach but also targets the specific needs of individuals.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our plan looks to strengthen SEMH support within school, preparing pupils so they are school ready and able to access the learning in class. 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 strengths and weaknesses across the school.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement in reading beyond the classroom
2	Gaps in maths, reading, writing and GPS
3	Attendance rates for PP children are lower than non-disadvantaged children and the number of persistent absentees is higher for this group. This reduces their access to support put into place by the school.
4	Access limited to wider opportunities due to high levels of deprivation and location of school
5	Parental engagement
6	Parents struggling to pay for uniform for their child
7	Children not being "school ready"
8	Children displaying emotional distress because of home circumstances
9	Lack of positive interactions at home, or struggles that families may have.
10	Lack of a healthy diet, not having breakfast before coming to school.
11	Social and emotional skills lacking as well as some to no positive interactions with the world around them limiting engagement in learning and working alongside 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
Pupils to be reading beyond the classroom to enhance their reading ability/level and to develop reading for pleasure	The gap closes between all pupils and the attainment level of reading increases across the whole school
Having an effective assessment process which identifies the gaps across the core subjects- particularly in maths and GPS- especially for those pupils who are disadvantaged, and providing quality interventions to support closing the gap.	Accurate assessment of all pupils. Effective interventions in place to close the gap between disadvantaged pupils and non-disadvantaged pupils.
Progress in Reading	Children make good progress in reading from their starting point.
Progress in Writing	Children make good progress in Writing from their starting point.
Progress in Maths	Children make good progress in Maths from their starting point
Attendance rates for PP children to be raised and the number of persistent absences reduced, meaning that interventions and support can be continuously delivered. Headteacher and FLO to monitor regularly.	Interventions and support sessions are successfully delivered. Pupils make expected or more progress. The gap between disadvantaged and non-disadvantaged pupils reduces.
Pupils whose families have financial challenges, are able to attend and access opportunities and events beyond the classroom, paid for by the school, so they are included and treated equally.	All pupils are able to attend and access events. No child is left out due to financial hardship. Pupils learn through the experiences, enhancing their understanding of the world around them.
Parental engagement to increase so that there is better communication with families and school meaning that attendance and engagement in learning is higher.	Positive relationships between parents and staff. Pupils happy to come to school and see school as a positive, Attendance improves of those pupils we are concerned about.
Parents struggling to pay for uniform for their child are supported and pupils feel equal to their peers.	Disadvantaged children are not identifiable in appearance and the school have access to funds to support them.
Children are supported with emotional check-ins so that they are "school ready" when coming in each day.	Children are happy in school and engaging in learning.
Children's emotional stress levels because of home circumstances are reduced due to the drawing and talking therapy and play therapy delivered by qualified staff.	Children's well-being increases so that they are able to access learning.



Vulnerable children are given access to breakfast and are provided with additional snacks to prevent hunger	Children are not hungry and can focus on their learning.
Children who arrive at school mid-year are assessed with Speech and Language Link and Strengths and Difficulties questionnaire	Children have access to provision mapping (if appropriate) as soon as possible after entry
Attendance at Slipper Club to give children the opportunity to socialise in a structured but informal environment if appropriate.	Children without positive peer role models at home are able to build positive relationships with peers.

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

Budgeted cost: **£33,325**

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO/ Emotional support through drawing and talking and emotional check-ins £22,590	<p>A proportion of pupil premium families do not consider school attendance as being important. Having a full time FLO who is able to link with and support the families raises attendance and removes barriers.</p> <p>“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)</p> <p>In children who see the FLO for therapeutic intervention, social and emotional improvement is made and attendance increased.</p> <p>Using SEMH interventions including Play therapy, ELSA, drawing and talking, Circle of Friends and check-ins have been proven to be successful in supporting young children to process their emotions. EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)</p>	3, 5, 7, 8, 9 and 11



RWI training online programme £1,590	Some vulnerable children (particularly with S&L difficulties) are struggling to retain their phonic knowledge. EEF: Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
Speech Link/ Language Link £1451.38	Children make progress with the Speech and Language Link programme that is specifically targeted to individual's needs. EEF: Oral language – the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	2
1-2-1 TA support and small group interventions £7693.62	Giving teachers and TAs greater understanding of the needs of the pupils in their classroom to ensure they are well supported and the correct academic support is in place, including interventions with a specific focus on ASD, ADD/ADHD and Dyslexia. EEF- Considering how classroom teachers and teaching assistants can provide targeted academic support-including through structured small-group interventions that link to classroom teaching and the curriculum-is an essential part of an effective Pupil Premium strategy (2023)	2
SENCO £8,000		

Targeted academic support

Budgeted cost: **£3,570**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading resources and prizes to	School reward activities EEF teaching and learning tool kit- Behaviour interventions	1



encourage reading at home £150		
Play therapist £3420	Using SEMH interventions including Play therapy, ELSA, drawing and talking, Circle of Friends and check-ins have been proven to be successful in supporting young children to process their emotions. EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months progress can be made)	8,9,11

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

Budgeted cost: **£7,338.05**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Afterschool club (Slipper Club) £1,140	Social and emotional improvement of a child who attended daily in the last academic year.	7, 9, 10 , 11
Subsidised Breakfast club £855.00	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. EEF - Breakfast club interventions	3, 7, 9, 10 , 11
Reduced price of school trips/residential £1005	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. EEF – outdoor adventure learning shows positive benefits on academic learning and self - confidence. EEF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	4, 5 and 11

Total budgeted cost: £39,895



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our disadvantaged pupils are making good progress and have accessed a wide variety of clubs, experiences and extra curriculum opportunities this year. This has included a 2 day residential to Kingswood Activity Centre; a number of curriculum theme days including a Space Day; Stone Age Day; WW2 Homefront Day and a whole school trip to the Pantomine. In December 2024 we watched The Wizard of Oz and in December 2025 we watched Peter Pan at the Lees Cliff Hall in Folkestone. We have also worked with the Sports Trust to experience a range of different sports this year which many of our pupils do not normally have an opportunity to enjoy including archery, trampolining and golf.

Behaviour across the whole school has improved and all pupils as we have developed our systems and use a range of strategies including restorative and trauma informed language with the children. Our pupils actively involved in their learning, contributing to a learning environment with high expectations, enabling all pupils to strive towards their potential.

PP pupils in particular are accessing additional support and interventions such as working alongside an ELSA, having play therapy, emotional check-ins, etc. This has helped ensure pupils are closer or at 'school ready' stage when they come in to school and are able to regulate themselves with increasing success in order to access the curriculum.

Attendance across the whole school has improved and our levels of persistent absence are reducing. This has come about through a range of targeted interventions including emotional support for anxious pupils, strengthening of home-school partnerships and recognition for improved attendance including certificates and rewards..

A high number of the strategies from last year have been brought over due to the need for continuation, ensuring the support for PP pupils does not waver. Also, due to the needs of the families and the high levels of deprivation, the level of support needing to be provided has to stay at a high level, supporting with things such as cost of living, purchasing clothes, food etc. Some of this has been in partnership with the church and through donations from the wider school community, reflecting the influence of our Christian ethos and values in all areas of school life.