

Pupil premium strategy statement – Brixington Primary 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.

A significant proportion of pupils eligible for pupil premium at Brixington Primary Academy are also identified as having SEND or emerging additional needs. National evidence shows that pupils who experience both socio-economic disadvantage and SEND ('double disadvantage') face compounded barriers in communication, attendance, behaviour and attainment. The DfE and Education Endowment Foundation are clear that pupil premium funding may appropriately be used to support SEND-inclusive approaches where disadvantage and additional needs overlap. Our strategy therefore prioritises high-quality adaptive teaching, early intervention, skilled TA deployment, trauma-informed practice and family support as legitimate and necessary uses of pupil premium to remove barriers to learning.

School overview

Detail	Data
Number of pupils in school	305 (+37 Nursery)
Proportion (%) of pupil premium eligible pupils	29% 89 pupils (+5 Nursery)
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)	20024/5 2025/6 2026/7
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Katherine Powell
Pupil premium lead	Stuart Dyer
Governor / Trustee lead	Carolyn Bromfield

School Context

Brixington Primary Academy has approximately 26% of pupils eligible for pupil premium. Internal analysis shows that many of these pupils are also identified as SEND or receiving SEND Support. This strategy responds deliberately to this intersection, ensuring pupil premium funding is used to prevent gaps widening and to support pupils early, particularly in EYFS and KS1.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89661
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>	£89661

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that all pupils, especially those who are disadvantaged, achieve their very best and leave our school as confident, resilient learners. By the time they leave, disadvantaged pupils will achieve outcomes in line with their peers and be ambitious about their futures.

We recognise that many disadvantaged pupils face multiple overlapping barriers, particularly where disadvantage intersects with SEND, communication needs, SEMH needs or adverse childhood experiences. Our strategy therefore places SEND-inclusive practice, early identification and adaptive teaching at its core.

Our Strategy works towards this intent in the following ways:

It prioritises Early Reading, so that all learners develop a love of reading and the skills needed to become fluent and confident with words.

It prioritises social and emotional support, so that children develop independence and resilience and set themselves high aspirations.

It promotes oral language development and the broadening of vocabulary, so that disadvantaged learners have equity of access to key learning and knowledge.

It provides specific support for teaching staff, so that the necessary skills are developed for supporting children with our identified challenges. This includes approaches to enhance pupils' ability to remember key concepts and knowledge.

It focuses attention upon the need to connect with families and provides support with attendance for those who need it most.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Many of the challenges below are magnified for pupils who are both disadvantaged and have SEND. National research highlights that this group experiences compounded barriers in communication, attendance, behaviour, and long-term attainment. Our strategy therefore intentionally overlaps SEND and pupil premium responses rather than treating them as separate cohorts.

Challenge number	Detail of challenge
<p>1 Oracy and Vocabulary</p>	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. For example, Language Link assessments are carried out in specific year groups, and disadvantaged children perform, on average, lower than their peers in these. Disadvantaged children are also more likely to be identified as requiring speech and language therapy and are more likely to be identified as working below expected standards for communication and language in Reception baseline assessments. Low oracy levels also make accessing certain end of Key Stage assessments more difficult and contribute to lower average scores for this group.</p> <p>This challenge is particularly acute for pupils with Speech, Language and Communication Needs (SLCN), who are disproportionately represented within our disadvantaged cohort.</p>
<p>2 Emotional Vulnerability</p>	<p>Assessments, observations, and discussions with pupils indicate that emotional vulnerability is more prevalent in our disadvantaged pupils, and that they are more likely to lack resilience and independence. National studies also point to the fact that recent school closures have affected disadvantaged pupils disproportionately, including children's resilience for being away from their families and the speed at which they regain confidence to grapple with challenges of the curriculum. Our Early Help and family support data also show that our disadvantaged children are more likely to have suffered adverse childhood experiences (ACEs) such as domestic violence. National research finds that the impact of these is substantial and long-term.</p> <p>Disadvantaged pupils with SEMH needs or unresolved trauma are more likely to experience dysregulation, reduced attendance and exclusion nationally. Addressing emotional regulation is therefore foundational to academic success.</p>
<p>3 Retention of Knowledge</p>	<p>Assessments of our curriculum indicate that disadvantaged pupils are less likely to retain knowledge over time and are more likely to have challenges with retention of knowledge. Though this is apparent across the curriculum, assessments show that non-retention of basic number facts and early phonics and spelling skills is especially impactful in terms of end of key stage 2 attainment.</p>

<p>4 Attendance</p>	<p>Attendance analysis indicates that disadvantaged children are more likely to have time off school and to be persistently absent than their peers. Overall attendance for our disadvantaged group is around 2-3% lower than their peers, and this gap has broadened since Covid19 interruptions. Disadvantaged pupils are much more likely to attend school less than 90% of the time than their peers.</p>
<p>5 Developing strong connections with families</p>	<p>Parents of some disadvantaged children attend meetings with teachers less frequently and have fewer conversations about their children. This gap begins in Nursery and Reception and does not narrow as children get older. In some year groups, parents have had fewer connections with teachers each year as their children have grown.</p>
<p>6 Early Help</p>	<p>Analyses show that disadvantaged families are more likely to require additional support and Early Help. ACEs are a contributing factor for a disproportionately high number of disadvantaged families; for children and also for other members of their immediate family.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	<p>All children will access the full curriculum: a lack of understanding of key vocabulary will not hold them back. Assessments of curriculum will show that disadvantaged learners with this barrier keep up with curricular goals, as a result of increased oral language skills and vocabulary.</p> <p>All children will make excellent progress in communication and language during Reception, and the gap between disadvantaged children and their peers will always decrease throughout the year. By the end of key stage 1, the gap between disadvantaged children and their peers in this area will be 0. Language Link and Speech Link programmes will help us assess success in this area, as will curriculum assessments.</p>
Motivated pupils show greater resilience and independence.	<p>Student voice and their work will show that children have grappled successfully with learning in order to achieve their potential. More disadvantaged children represent the school in tournaments/clubs/festivals than ever before, and pupils describe this as a sense of pride.</p> <p>Strength of resilience and independence will contribute to Year 6 pupils achieving success at end of key stage. There will be no gap in attainment in KS2 SATs between our disadvantaged pupils and non- disadvantaged pupils, nationally.</p>
Improved reading attainment for disadvantaged pupils.	<p>By 2027, because they are ambitious, confident readers, all disadvantaged learners will achieve 35+ in the phonics screening check at the end of Year 1, and 90% of disadvantaged readers will achieve age related expectations (ARE) at the end of Key Stage 2.</p>
Increasing the proportion of disadvantaged pupils who are ready for the next stage of education in terms of English and maths.	<p>Success with improving language and motivation will be augmented by precision teaching for fluency in arithmetic in maths and in spelling, grammar and punctuation in English writing lessons. As a result, the proportion of disadvantaged learners achieving a combined ARE across English reading, English writing, and mathematics will exceed 75% by the end of 2027.</p> <p>EYFS and KS1 outcomes (communication and language, early reading, self-regulation) will be treated as leading indicators of long-term success.</p>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance levels will be above 96% and the gap between disadvantaged pupils and their peers will be no more than 1%. The number of disadvantaged pupils who are persistently absent will be less than the national average figure for 2026.
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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: £17,101

Activity	Evidence that supports this approach	Intended Outcomes addressed
<p>Centralised Trust support for training of teachers: Specific programs for identified staff around classroom environment and adaptive practices; access to clinics and networks for all teachers around Inclusion, SEMH and attendance.</p> <p>School and Trust leaders provide regular monitoring and specific feedback around adaptive teaching practices and classroom environment to meet needs of 'double disadvantaged' pupils.</p>	<p>Research at county level describes how enhanced support at the classroom level, and tweaks to existing practice, can benefit all pupils and close gaps for disadvantaged pupils.</p> <p>The EEF identifies high-quality teaching as having the strongest impact on pupil outcomes, particularly for disadvantaged pupils. Adaptive teaching and curriculum clarity are especially important for pupils with SEND, who are disproportionately represented within the disadvantaged cohort. Trust-level curriculum support enables consistent, evidence-informed practice across classrooms.</p>	1, 2, 3, 4, 5
Engagement with Trust SEND networks to provide SEND advice, professional challenge and shared problem-solving for teachers and leaders, strengthening SEND-inclusive classroom practice for disadvantaged pupils.	EEF guidance highlights the importance of improving classroom practice for pupils with SEND through teacher expertise rather than reliance on withdrawal. National research (Sutton Trust) shows that pupils who are both disadvantaged and have SEND face compounded barriers, requiring strong, informed mainstream provision.	1, 2, 3

Access to Trust-wide digital learning platforms and resources (including Magma Maths, Learning by Questions, WE-SEND and Testbase) to support high-quality teaching, retrieval practice and SEND-inclusive learning for disadvantaged pupils.	EEF research supports the use of structured, high-quality instructional resources to improve attainment, particularly when they support practice, feedback and adaptive teaching. SEND-focused platforms support inclusive classroom approaches.	1, 2, 3
Provide training for a DfE validated Systematic Synthetic Phonics programme (Sounds Write) to new members of teaching staff, to secure stronger phonics teaching for all pupils. Ensure all staff delivering phonics teaching show fidelity to approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4
Engagement with Jurassic Hubs maths centre for excellence, including lesson study and shared practice.	Research by the National Centre for Excellence in Mathematics shows that this approach has a long term effect on children's ability to retain number facts.	2, 4
CPD and training for teachers and TAs to maximise impact of transcription elements of writing, such as 'Colourful Semantics', 'drawing club' and Herts for Learning English materials.	Instructional strategies like this can substantially improve children's early language development, research shows .	1, 2, 4

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

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Precise TA deployment, particularly in EYFS and KS1, to support early language development, phonics, play-based learning, self-regulation and access to the curriculum. TAs deliver structured small-group and 1:1 support, closely aligned to classroom teaching and SEND plans.</p>	<p>This reflects EEF guidance on effective TA deployment and prioritises early intervention for pupils who are double disadvantaged.</p>	<p>1, 2, 3</p>
<p>Targeted support for individual pupils with social, emotional and mental health (SEMH) needs where behaviour, attainment and/or attendance are affected by SEMH barriers. Trained SEMH leads from First Federation Trust to support teachers with individual approaches.</p>	<p>Data within our school and nationally show that disadvantaged children are more likely to have SEMH needs than their peers. Graduated and targeted support to overcome SEMH barriers have lasting impact upon individual children's ability to achieve and attend school.</p>	<p>1, 2, 3, 4, 5</p>
<p>Additional 1:1 and small group phonics tuition by trained professionals for pupils finding learning to read difficult.</p>	<p>Research by the EEF finds that the delivery of synthetic phonics approaches – successfully – has substantial impact on pupils' ability to read, and that targeted approaches where necessary are effective for overcoming barriers to reading.</p>	<p>3</p>
<p>Purchase of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, and time for adults to offer specific support with strategies such as Speech Link and Language Link.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

TA deployment to allow alternative access to the school's curriculum for some pupils, such as play-based approaches	Adapting and adjusting children's curriculum, based on assessments of what they can do, including how they learn, are key elements of successful adaptive teaching (EEF), which can drive improvements in attainment for disadvantaged pupils. Allowing children to learn in a way that is right for them can be an enormous 'pull factor' for improving attendance, too.	1, 2, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of targeted trauma-informed approaches for pupils with adverse childhood experiences, including the development of relational support plans and supervision for trauma-informed professional.	Government policy reflects that supporting pupils' mental health via trauma-informed approaches can be transformational for children's relationships, unlocking potential to increase attendance and attainment.	2, 5
Safeguarding training updates and participation in Trust safeguarding networks to ensure staff knowledge, vigilance and systems effectively protect vulnerable and disadvantaged pupils.	Disadvantaged pupils are statistically more likely to experience safeguarding concerns and adverse childhood experiences. The DfE recognises that safeguarding is foundational to pupils' ability to attend, feel safe and engage in learning. Regular training ensures consistent and effective practice.	
Engage closely with disadvantaged families' views regarding extra-curricular activities and target activities likely to be enjoyed.	Research shows that enjoying extra-curricular activities can be a motivating factor for pupils and have an impact on attendance – the Government state its importance for social mobility . Pupils at our school are currently less likely than their peers to take up extra-curricular clubs and opportunities.	2, 5

<p>Family Support Adviser to engage with disadvantaged families through regular conversations and meetings with specific aims.</p> <p>FSA or Head of School will attend meetings at an early stage where children's attendance is a barrier to education.</p>	<p>EEF research recommends sustained support where parents need it, in order to promote children's learning.</p>	<p>2, 3, 4, 5,</p>
<p>FSA to respond to specific needs in the home, including visiting home, working with citizens' advice and other groups.</p>		
<p>Positive working relationships with disadvantaged families to start as early as possible, via a toddler group and engagement with parents of our Nursery.</p>		
<p>Support with pupils' access to school uniform and attendance at school trips will happen where families need it most (needs-based)</p>	<p>Accessing the same school trips as peers, and wearing the same uniform, supports the sense of belonging and social safety that can be crucial for motivation and continued attendance.</p>	<p>2, 5</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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</p>	<p>5</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>
<p>Trust support to review, refine and strengthen the pupil premium strategy, ensuring spending decisions are evidence-informed, aligned to the DfE menu of approaches and responsive to the needs of disadvantaged and double-disadvantaged pupils.</p>	<p>The DfE and EEF stress that pupil premium spending should be underpinned by careful diagnosis, evaluation and alignment to evidence. External professional challenge supports leaders in making strategic, defensible decisions that maximise impact.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £89661

Part B: Review of previous academic year (2024/25)

Intended Outcome	Relevant Success Criteria for 2024/25	Progress/ Findings to inform further action
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>All children will access the full curriculum: a lack of understanding of key vocabulary will not hold them back. Assessments of curriculum will show that disadvantaged learners with this barrier keep up with curricular goals, as a result of increased oral language skills and vocabulary.</p> <p>All children will make excellent progress in communication and language during Reception, and the gap between disadvantaged children and their peers will always decrease throughout the year. By the end of key stage 1, the gap between disadvantaged children and their peers in this area will be 0. Language Link and Speech Link programmes will help us assess success in this area, as will curriculum assessments.</p>	<p>Targeted efforts in EYFS after Baseline assessment meant that communication and language barriers were substantially reduced for disadvantaged pupils by the end of the year. The number of pupils achieving a good level of development increased from Baseline to 56% by end of the year, though a gap with non-disadvantaged peers remained.</p> <p>Pupil interviews and observations show that disadvantaged learners overwhelmingly accessed all lessons in the curriculum, with vocabulary focuses improving understanding of key learning objectives, though this knowledge was often not retained over time.</p>
<p>Motivated pupils show greater resilience and independence.</p>	<p>Student voice and their work will show that children have grappled successfully with learning in order to achieve their potential. More disadvantaged children represent the school in tournaments/clubs/festivals than ever before, and pupils describe this as a sense of pride.</p> <p>Strength of resilience and</p>	<p>Specific sports festivals and water-sports activities, as well as a focus on girls' football, enabled disadvantaged children to represent the school before leaving for secondary.</p> <p>Question level analysis of</p>

	independence will contribute to Year 6 pupils achieving success at end of key stage. There will be no gap in attainment in KS2 SATs between our disadvantaged pupils and non-disadvantaged pupils, nationally.	KS2 Sats shows that more children completed full maths and reading papers compared with previous years, and fewer children failed to attempt longer questions (word problems in maths; 2 and 3-mark questions in reading).
Improved reading attainment for disadvantaged pupils.	By 2027, because they are ambitious, confident readers, all disadvantaged learners will achieve 35+ in the phonics screening check at the end of Year 1, and 90% of disadvantaged readers will achieve age related expectations (ARE) at the end of Key Stage 2.	Year 1 and Year 6 data was lower than national and regional averages for key groups. In KS1, disadvantaged pupils achieved in line with peers: there was a decrease in phonics achievement compared with previous years for the 'all pupils' group. Targeted interventions in reading and maths improved confidence and motivation for identified pupils (for example, 5 pupils who were working below expected standard due to confidence and motivation in Year 6 achieved expected standard in maths after attending additional sessions after school) but failed to deliver a retention of key knowledge for too many children, including SEND and disadvantaged, so the gap between disadvantaged pupils and their peers remains.
Increasing the proportion of disadvantaged pupils who are ready for the next stage of education in terms of English and maths.	Success with improving language and motivation will be augmented by precision teaching for fluency in arithmetic in maths and in spelling, grammar and punctuation in English writing lessons. As a result, the proportion of disadvantaged learners achieving a combined ARE across English reading, English writing, and mathematics will exceed 75% by the end of 2027.	
To achieve and sustain	Attendance levels will be above 96.5% and the gap between disadvantaged pupils and their peers will be no more than 1%.	The high number of children supported through

<p>improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The number of disadvantaged pupils who are persistently absent will be less than the national average figure for 2025.</p>	<p>Family Support and Early Help routes contributed to a decreasing number of disadvantaged pupils being persistently absent throughout the year until the final summer half term, when holiday and illness affected disadvantaged attendance disproportionately. Attendance of pupil premium children increased again to 92.5%, in line with national average.</p>
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