



Brentry Primary School - Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brentry Primary
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Geraint Clarke, Head Teacher
Pupil Premium Lead	Claire Ransom, Deputy Head Teacher
Governor / Trustee lead	Debbie Lewis

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£98 475
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	£98 475

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium is additional government funding aimed at improving the attainment and progress of disadvantaged pupils and at narrowing the gaps between them and their peers. At Breentry Primary School, this funding supports pupils who are eligible for free school meals, are looked after by the local authority, or have previously been looked after. The grant is used to ensure that funding is directed to those pupils who need it most and to targeted interventions to overcome identified barriers to learning.

The aim of our Pupil Premium Strategy is to raise the attainment and progress of disadvantaged pupils at Breentry Primary School. We place high-quality teaching at the heart of our approach, recognising this as the most effective way to secure strong outcomes for all pupils. Our strategy is informed by evidence-based practice and underpinned by robust assessment, detailed analysis of pupil needs and a clear focus on addressing the specific barriers faced by disadvantaged pupils.

Our key priorities are:

1. High-quality teaching

To ensure consistently high-quality teaching across the school so that disadvantaged pupils achieve strong academic outcomes.

2. Targeted academic support

To provide targeted academic support that accelerates progress and closes identified attainment gaps for disadvantaged pupils.

3. Targeted wellbeing support

To deliver targeted, evidence-informed interventions that support the well-being of disadvantaged pupils and contribute to improved academic outcomes.

4. Wider strategies to remove barriers

To implement whole-school strategies that identify and remove academic, social and emotional barriers to learning for disadvantaged pupils.

Our strategy is informed by ongoing assessment and a clear understanding of the specific challenges faced by disadvantaged pupils within our school context. We maintain high expectations for all pupils and are committed to ensuring equity of opportunity without lowering standards.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter the school with a range of starting points, and many benefit from further consolidation of core number, communication and language skills. The school builds effectively on these foundations through targeted interventions that accelerate progress, strengthen essential skills and ensure pupils make sustained progress over time.
2	Some disadvantaged pupils require additional support with their social, emotional and mental health needs (SEMH). A well-established programme of pastoral care and SEMH interventions supports emotional well-being, builds resilience, and ensures pupils are emotionally secure and ready to learn.
3	Approximately one third of Pupil Premium pupils are identified as having SEND. The school has a strong inclusive ethos, with carefully personalised provision that enables pupils to access the full curriculum and make secure progress from their individual starting points.
4	Attendance for Pupil Premium pupils continues to strengthen. With a clear understanding of the long-term impact of the pandemic, the school maintains a consistent and strategic focus on attendance, using targeted support and positive engagement to further reduce gaps and promote regular attendance.
5	Pupil Premium pupils benefit from well-planned pastoral support and high-quality enrichment opportunities that promote positive wellbeing, build confidence, and increase engagement with school life. Targeted pastoral care and enrichment activities are used to ensure pupils feel supported, motivated, and able to thrive both academically and personally.
6	Levels of educational support and aspiration at home vary, and strengthening parental engagement remains a key focus. By developing strong home–school relationships and clear communication, the school supports families in helping pupils develop positive learning habits, high aspirations, and sustained engagement with their education.

Intended outcomes

This explains the outcomes we aim to achieve by the end of our current strategy plan and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Pupils make at least expected progress from their individual starting points in reading, writing and mathematics.</p>	<p>Assessment information shows that disadvantaged pupils make at least expected progress from their individual starting points.</p> <p>Attainment gaps between disadvantaged pupils and their peers narrow over time, relative to pupils' starting points on entry.</p> <p>Where gaps remain, progress data demonstrates that disadvantaged pupils are closing gaps year-on-year, recognising cohort-specific variation.</p> <p>Work scrutiny and pupil discussions show that disadvantaged pupils understand their next steps and make use of feedback.</p>
<p>Pupils demonstrate positive behaviour for learning and develop strong social and emotional skills.</p>	<p>Pupils build and maintain positive peer relationships with reduced reliance on adult support.</p> <p>Recorded behaviour incidents, including internal sanctions or exclusions, reduce over time.</p> <p>Learning walks and observations show calm, purposeful classrooms where pupils are engaged and ready to learn.</p> <p>Pupils demonstrate improved emotional resilience and self-regulation in learning situations</p>
<p>Pupils with additional needs receive high-quality, individualised support that enables them to make progress.</p>	<p>Provision for pupils with SEND is fully aligned with the SEND Code of Practice.</p> <p>SEND pupils eligible for Pupil Premium make progress in line with their starting points and at least comparable to pupils with similar needs.</p> <p>Targeted interventions are clearly identified, reviewed regularly and adapted where impact is limited.</p> <p>Classroom practice consistently reflects agreed strategies to support Pupil Premium pupils with identified SEND</p>
<p>Attendance and punctuality for disadvantaged pupils will improve, with persistent absence reduced and gaps with non-disadvantaged pupils narrowed.</p>	<p>The proportion of pupils who are persistently absent decreases over the course of the strategy period.</p>

	<p>The gap in attendance between disadvantaged and non-disadvantaged pupils narrows.</p> <p>Overall attendance for disadvantaged pupils moves closer to, or is in line with, national figures.</p> <p>Families facing barriers to attendance receive timely and appropriate support.</p>
<p>Pupils have access to enrichment opportunities and appropriate pastoral support, with their needs effectively addressed.</p>	<p>Pupils participate in enrichment activities, educational visits and extra-curricular opportunities, with financial barriers removed where necessary.</p> <p>Targeted pupils access pastoral, wellbeing or wrap-around support when required.</p> <p>Pupil and parent feedback indicate improved well-being, confidence, and engagement with school.</p>
<p>Pupils demonstrate positive attitudes to learning and high aspirations for their future.</p>	<p>Targeted pupils are supported by known and trusted adults in school.</p> <p>Pupil voice shows pupils speak positively about their learning and school experience.</p> <p>Pupils can articulate age-appropriate aspirations and understand how education links to their future goals.</p> <p>Increased confidence, motivation and resilience are evident in lessons and wider school life.</p>

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: £ 10 000

Activity	Success Criteria	Challenge number(s) addressed
<p>Targeted professional development for teachers and TAs focusing on adaptive teaching strategies that support disadvantaged pupils to access the full curriculum. Training will include approaches for scaffolding, responsive questioning, modelling, and effective use of assessment for learning. This will ensure staff can meet individual needs without narrowing the curriculum or lowering expectations.</p>	<p>Elements of the 5-a-day approach to adapted teaching are visible in every lesson</p> <p>Walk-throughs will show disadvantaged pupils receiving adapted resources to support their retention and progress</p> <p>Pupil voice surveys will reflect improved confidence in accessing classroom learning among</p> <p>Attainment gaps in reading, writing and maths between disadvantaged and their non-disadvantaged pupils will have narrowed</p>	<p>1, 3</p>
<p>Systematic, timetabled assessment of phonics from Reception to Year 3 A consistent approach to phonics assessment is used, with regular, scheduled tracking points across Reception, Year 1, Year 2 and Year 3. Progress data will be used to identify pupils at risk of falling behind, to inform targeted intervention, and to ensure that the lowest-attaining pupils receive targeted support and intervention as recommended in our evidence-based phonics programmes.</p>	<p>All appropriate classes undertake assessments at consistent points. Data is analysed and shows progress at expected levels</p> <p>By the end of Year 3, all disadvantaged pupils who did not pass the Phonics Screening Check will show progress in their reading age within the academic year. These pupils will access daily, targeted phonics support designed to secure rapid progress and close gaps in their early reading skills.</p>	<p>1, 3</p>
<p>Implementation of Daniel Sobel's training to strengthen inclusive classroom practice</p>	<p>PP children will receive personalised, targeted support from class teachers, focused on soft data</p>	<p>1, 4, 5, 6</p>

<p>Staff will participate in Daniel Sobel training focused on reducing barriers to learning for disadvantaged pupils. Practical strategies from the training will be implemented in all classrooms,</p>	<p>Teacher feedback will indicate that at least 80% feel more confident supporting disadvantaged learners following the training.</p>	
<p>All teaching staff will complete additional training centred on the needs of disadvantaged learners, ensuring they understand the key barriers they may face and the high-impact classroom approaches that support progress. Training will include practical strategies that can be embedded immediately to improve engagement, independence, and academic resilience.</p>	<p>New ideas are identified, considered and introduced</p> <p>75% of school staff have attended an INSET day on Mental Health & Well-Being – A Whole School Approach</p> <p>Walk-throughs and monitoring will show staff implementing three or more new practical strategies from the training they've received and evaluating their impact.</p> <p>Work scrutiny will show improved quality and quantity of work produced by disadvantaged pupils</p> <p>Termly attainment data will show disadvantaged pupils making expected or better-than-expected progress in core subjects (at least 75% meeting individual targets).</p>	<p>All</p>

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

Budgeted cost: £ 33 000

Activity	Success Criteria	Challenge number(s) addressed
<p>Phonics Intervention Teacher (0.3) – Accelerate progress of PP pupils in Reception, Year 1 and Year 2 with phonics leading to:</p> <ul style="list-style-type: none"> • improved decoding, blending and phonics assessment scores for Pupil Premium pupils • increased confidence and engagement in early reading 	<p>Accelerated progress in reading for Pupil Premium pupils</p> <p>The attainment gap in phonics and early reading is reduced by the end of Key Stage 1</p>	1, 3
<p>Numbers Count Teacher (0.3) – accelerates progress of PP pupils in Year 1, Year 2 and Year 3, leading to:</p> <ul style="list-style-type: none"> • improved fluency with numbers, calculation, problem-solving and reasoning skills • misconceptions being addressed quickly through diagnostic assessment • Increased confidence, which in turn reduces maths anxiety and improves classroom participation 	<p>Accelerated progress in maths for Pupil Premium pupils</p> <p>Reduced attainment gap in mathematics by the end of Key Stage 2</p>	1, 3
<p>Reading volunteers in each class accelerate the progress of PP pupils with reading and improve engagement, leading to:</p> <ul style="list-style-type: none"> • increased reading frequency • progress in fluency, development of vocabulary, and increased comprehension skills • confidence and motivation • positive attitudes and a 'love of reading' 	<p>Pupils' reading outcomes are closer to those of their non-PP peers</p> <p>Pupils have improved access to the wider curriculum and higher overall attainment</p>	1, 3
<p>Booster & revision programme is organised and resourced for Year 6 PP pupils, providing:</p> <ul style="list-style-type: none"> • targeted teaching focusing on identified gaps in learning 	<p>Y6 PP pupils feel prepared for assessments and approach them with confidence</p> <p>Outcomes are higher for Pupil Premium pupils at the end of Key Stage 2</p>	1, 3

<ul style="list-style-type: none"> • small-group/1:1 support with immediate feedback and modelling • increased familiarity with the content of assessments builds confidence • misconceptions addressed 	<p>Pupils are prepared for secondary education and have reduced disadvantage at transition</p>	
<p>The Deputy Head is tasked as PP Leader and given funded time to oversee/facilitate completion of the tasks in the PP Strategy, leading to:</p> <ul style="list-style-type: none"> • improved consistency and effectiveness of Pupil Premium provision • clear accountability for outcomes and spending 	<p>The strategy is communicated to relevant stakeholders.</p> <p>Actions are facilitated and monitored closely.</p> <p>Spending is targeted, purposeful and impactful</p> <p>Sustained improvement in outcomes for Pupil Premium pupils across the school</p>	<p>All</p>

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

Budgeted cost: £ 65 000

Activity	Success Criteria	Challenge number(s) addressed
<p>Additional SENCo time funded to improve provision for pupils with SEND.</p> <ul style="list-style-type: none"> • PP pupils with SEND make progress from individual starting points •ILPs are reviewed and monitored with pupils and parents at least termly <p>Interventions are matched to the needs of pupils, and the timely involvement of outside agencies is sought</p> <ul style="list-style-type: none"> • Increased engagement and reduced incidents at lunchtime for targeted pupils 	<p>SENCo ensures the Code of Practice is followed fully and embedded across the school. Regular monitoring of ILP work happens. Pupils are given the additional support they need, and outside agencies are involved as required.</p> <p>Improved identification and provision for PP pupils with SEND leads to better engagement, reduced barriers to learning, and improved wellbeing and behaviour, enabling pupils to access learning more successfully.</p> <p>Lunch Clubs reduce playground incidents</p>	<p>1, 2, 3, 6</p>
<p>A nurture hub created (The Nest), staffed and resourced, to support those children finding it too challenging to access their mainstream classroom full-time</p> <p>The SEMH needs of pupils are addressed and supported through the Six Principles of Nurture</p>	<p>Targeted pupils have the skills to access their learning and be successfully re-integrated in their classroom</p> <p>Attitudes and engagement improve as their SEMH needs are being met.</p> <p>There is a reduction in recorded behaviour incidents for pupils attending The Nest</p> <p>Reduction in internal and fixed-term exclusions for pupils</p>	<p>2, 3, 5</p>
<p>Head Teacher targeted at improving attendance for PP children – raising profile of the issue, compiling & sharing data, liaising with parents & outside agencies and widening accountability</p>	<p>Strong leadership and accountability around attendance improves consistency, parental engagement, and attendance outcomes for PP pupils</p>	<p>4, 5</p>

	<p>Teachers involved in tracking attendance of PP pupils and helping to support improvement</p> <ul style="list-style-type: none"> The attendance gap for PP pupils closes. Fewer PP pupils are persistent absentees 	
<p>Role of Disadvantaged Champion created, supporting persistent absentee PP pupils</p>	<ul style="list-style-type: none"> Targeted pastoral and academic support helps vulnerable PP pupils attend school more regularly and engage more effectively in learning Increased punctuality and daily engagement Improved well-being and classroom participation reported by staff. 	4, 6
<p>Subsidies provided for residential camps and class trips</p>	<p>Equal access to enrichment experiences builds confidence, social skills, cultural capital, and a sense of belonging for PP pupils, supporting wellbeing and engagement in school.</p>	2, 5
<p>Music tuition and instrument hire provided for PP pupils</p>	<p>Participation in music improves confidence, perseverance, and engagement, while developing cultural capital and wider skills that support learning and self-esteem.</p>	2, 5, 6
<p>Free wrap-around care is offered for PP children.</p>	<p>Access to breakfast and after-school provision improves attendance, punctuality, wellbeing, and readiness to learn while supporting working families.</p>	2, 4, 5

Total budgeted cost: £ 108 000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details some of the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Key Stage 2 – End of Year 6	All Pupils Brentry	All Pupils National	All Pupils Bristol	PP Pupils Brentry	PP Pupils National	PP Pupils Bristol
% achieving expected standard or above in reading, writing and maths	66	62	58	22*	47	40
% achieving expected standard or above in reading	72	75	72	44*	63	55
% achieving expected standard or above in writing	76	72	67	33	59	50
% achieving expected standard or above in maths	83	74	71	44*	59	54

Gaps actually widened for the cohort of nine children compared to national and Bristol peers. Whilst disappointing, this can be explained by a detailed analysis of the pupils in that cohort, which considers their low starting points and the academic and domestic challenges they faced:

- Four pupils had significant SEND needs.
- Five pupils had Child Protection/Home issues, and
- One pupil who would have been expected across all subjects didn't take most of the tests because he was taken on holiday*.

Pupil Premium spending is not simply about academic performance. It is also targeted at improving the well-being of disadvantaged pupils. As you can see from the allocation of money, we deliberately focus a significant proportion on wellbeing. It is more difficult to measure the impact of such spending, but we think it is a vital part of our expenditure:

- 16 PP pupils took the opportunity to learn to play a musical instrument
- 11 PP pupils came with us on the Year 4 residential camp
- 9 PP pupils were fully involved in the Year 6 camp
- 12 PP pupils came on the trip to France in December 2024
- Breakfast Club grew in size considerably, and we had 15 - 20 PP pupils using it daily.
- Volunteer Readers work with PP pupils individually on a weekly basis