

Pupil premium strategy statement – St Peter’s Bratton Church of England Academy

School overview

Detail	Data
School name	St Peter’s Bratton
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/5
Date this statement was published	December 21
Date on which it will be reviewed	July 25
Statement authorised by	Mark Davis/ Rhonda Welsh
Pupil premium lead	Rhonda Welsh
Governor / Trustee lead	John Wardle/ Nick Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,502
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	£47,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention, is that all pupils make good progress from when they enter school, until they leave. We expect all pupils to make good or better progress through their time at school and this is part of their journey to achieving their God given potential. The impact of some work of the school will not be seen in assessment results and may not be seen for many years.

The focus of the pupil premium strategy is to support our disadvantaged pupils to achieve highly and make good progress, including good progress for those who are high attaining.

Quality first teaching is at the heart of our approach, with a focus on the areas we identify that need the greatest support, in particular for those who are disadvantaged. This will benefit all pupils. We will supplement the quality first teaching with targeted support, as applicable, identified through our internal monitoring systems. Part of this approach is targeted support through the National Tutoring Programme. As always, we will respond to the needs of individual pupils to ensure they get the right levels of help and support.

Challenges

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

Challenge number	Detail of challenge
1	Oral and vocabulary gaps, in particular amongst disadvantaged children and most prevalent in KS1.
2	Poor social skills between pupils where nursery education was disrupted by lockdowns.
3	Our observations indicate that the education and well-being of our disadvantaged learners, have been impacted by school closures and this has led to gaps in knowledge.

4	Our work with children and families has identified social and emotional issues for many children. Sometimes, these are the result of increased 'friction' within families, family bereavement or a lack of interaction caused by restrictions.
5	Our work with children and families has identified that support for ongoing medical needs, such as obtaining glasses and specialist referral has been more difficult and has resulted in ongoing needs for some families.

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 learners.	Children gain strong oral skills quickly. These oral skills are developed as children go through school enabling them to communicate well, to a variety of audiences, through talk.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 demonstrate that disadvantaged pupils reading standards are at or above the national average for all pupils.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/25 demonstrate that disadvantaged pupils reading standards are at or above the national average for all pupils.
Improved well-being for pupils in school	Our internal records and student voice, demonstrate that children have greater resilience and strong relationships with other pupils. There is increased participation in enrichment activities.
High levels of attendance for all pupils in school	Attendance remains well-above the national average. Where a child's

	attendance is persistently absent, there are specific reasons for this but also a track record of support and challenge (as appropriate) to this.
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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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DFE validated synthetic phonics programme	Phonic approaches have a strong impact on word reading. Schools will be required to use a validated synthetic phonics programme.	1
Embedding of guidance from maths hubs	Maths hubs are used by the DFE to share effective practice highlighted through DFE and EEF.	3

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

Budgeted cost: £ 15,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions, targeting at those who need further support, in particular disadvantaged.	Phonics approaches have a strong evidence base to indicate a positive impact on pupils, in particular those who are disadvantaged.	1

Specific therapy sessions inc. art and Lego delivered by trained visitors.	These sessions demonstrate that children have been able to communicate through these sessions in ways they have not been able to before	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of full-time pastoral support leader and hub room to support children and families individually.	Maslow's hierarchy of need demonstrates that belongingness and esteem needs have to be developed for self-actualization to begin. Specific family support and intervention has demonstrated improvements in children's and families relationship with school, feelings about school and improved attendance. Effective social and emotional learning in primary schools is demonstrated to have +4 months impact on progress.	2,3,4,5
Dedicated time of Assistant Principal to work on attendance, behaviour and well-being.	As above	2,3,4,5
Develop the learning of oracy and the learning through oracy across school.	EEF conducted a study with voice 21 that demonstrated promising results in impact of child achievement, but no quantitative data at the moment.	1,2,3,4,5

In conjunction with Voice 21.		
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Total budgeted cost: £ 47,600

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have evaluated the performance of our school's disadvantaged pupils over the last academic year, using both national assessment data and our own internal summative and formative assessments.

Our pastoral team continues to provide effective support through counselling, talk time, and emotional care. The PSHE curriculum remains a strong aspect of our provision. Our recent SIAMs inspection highlighted that *"Pupils are treated equitably and benefit from the pastoral care and nurture provided by the academy. The needs of disadvantaged pupils are addressed with kindness and compassion."*

Due to COVID-related disruptions, progress data for this cohort is unavailable. However, attainment in Reading among disadvantaged pupils exceeds that of their non-disadvantaged peers. In response, we are reviewing our English planning. A comprehensive review of the reading curriculum will begin in January 2026, following the recent review of writing and the writing framework. Additionally, new NFER standardised reading tests will be introduced in Autumn 2025.

Our English planning has been updated to place greater emphasis on spoken language, recognising its importance. Opportunities for spoken language development are now embedded across English and other areas, including whole school worship, the worship council, and the school council.

In Mathematics, attainment for both disadvantaged and non-disadvantaged pupils is above the national average. Based on our data review, we are making adjustments to enhance the use of practical maths activities and manipulatives.

We are committed to maintaining high attendance levels for all pupils. Attendance for the 2024–2025 academic year was 96.2%, surpassing the national average of 94.8%. The primary concern remains term-time holidays, which we are addressing through regular communication about national and school attendance expectations via our website, weekly newsletters, and individual family discussions. All new government attendance recommendations have been implemented.

We have also reviewed our strategic plan and adjusted how we will allocate parts of our budget for the current academic year.