



Pupil premium strategy statement – Brackensdale Spencer 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.

School overview

Detail	Data
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	36.8%
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)	2024-2027
Date this statement was published	December 2024 Updated December 2025
Date on which it will be reviewed	November 2026
Review date academic year 2025-2026	18 th December 2025
Statement authorised by	Joanna McGregor, Principal
Pupil premium lead	Pete Jolliffe, Senior leader
Governor / Trustee lead	Lynn Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,800
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>	£236,800



Part A: Pupil premium strategy plan

Statement of intent

At Brackensdale Spencer Academy the pupil premium strategy is designed to ensure that all disadvantaged children achieve their full personal and academic potential whilst non-disadvantaged children also benefit from the strategies in place.

Our ultimate objectives are:

- To narrow the attainment and attendance gap between disadvantaged and non-disadvantaged children
- To support our children's health and wellbeing to ensure they can access learning
- To offer life enhancing experiences to allow disadvantaged children opportunities that are suitable for their age/phase

Our key principles are:

- High quality teaching is our priority as we know it has the greatest impact on closing the disadvantaged attainment gap whilst also positively impacting non-disadvantaged learners.
- We ensure that teaching and learning opportunities meet the needs of all the pupils and act early where interventions are needed
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We have a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and have high expectations of all children



Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged children do not have the rich and varied experiences that our non-disadvantaged children seem to have meaning knowledge of the world and vocabulary acquisition is limited. Children typically enter Brackensdale with lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.
2	Our disadvantaged children as a group are not making as rapid progress as non-disadvantaged children across reading/writing/maths across the whole school. As a consequence attainment gaps are not narrowing sufficiently overtime Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by covid-era partial school closures. These findings are backed up by a number of national studies on partial school closures – especially in key stage two
3	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. Attendance of disadvantaged children is below other children and below the National average. The percentage of children who are disadvantaged that are persistently or severely absent is also greater than other children and national comparatives.
4	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. These children can often struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Our assessments, observations and discussions show some disadvantaged children arrive in school not ready to learn due to high levels of deprivation, various child protection issues including parents with mental health issues, domestic violence and drug abuse.
5	Some of our disadvantaged children do not have experience of the 'wider world' and therefore struggle when putting concepts into context into their learning. Our assessments, observations and discussions show some of these children have limited access to sports, music and other social/sporting activities.



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
Disadvantaged pupils reach national averages in FS2, Phonics and Year 6 SATS or narrow the gap with their non-disadvantaged peers nationally.	End of year data will show - Attainment by the end of FS2 shows disadvantaged children achieve national average at GLD or narrow attainment gap with their non-disadvantaged peers nationally - 100% of disadvantaged children pass phonics screening by the end of Year 1 and Year 2 if they haven't in Year 1 - PP children at KS2 will achieve national averages or narrow the attainment gap with their non-disadvantaged peers nationally
To improve the vocabulary and spoken word used by all disadvantaged pupils across the curriculum using early intervention and precise teaching opportunities.	- EYFS data will show less than 5% gap between disadvantaged and non-disadvantaged pupils when assessing oral language - Disadvantaged pupils to achieve age-related expectation in speaking, understanding, listening and attention within the Early Years, in line with national expectations. - Year 1 and 2 phonics scores will improve to be in line with national, with the disadvantaged/non-disadvantaged gap being significantly reduced
Improved attendance for disadvantaged pupils	- The attendance of disadvantaged pupils will be in line with national averages - Disadvantaged children's PA data will be at or below national PA data
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or less.	- Attainment and attendance targets are met - Reduction in behaviour incidents for individuals - Levels of self-regulation amongst disadvantaged pupils have improved - Referrals to BSA team are demonstrating positive impact and effective intervention
Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in the curriculum preparing them for success in their next phase of education.	- Children have high aspirations for themselves and others - Disadvantaged pupils will be offered, and take up, opportunities to take part in extracurricular activities and trips and visits - Children can talk positively about experiences they take part in and make links to their learning - The gap between disadvantaged and non-disadvantaged children is closing rapidly



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: £ 47360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Brackensdale Oracy framework and action plan around vocabulary along with associated Kagan structures and mapped core curriculum vocabulary to promote talk across the school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches (+5 months)	1
- Ensuring consistency of teaching of early reading and phonics and continued resourcing of additional reading books (decodable) matching to developing phonic knowledge – using training relevant to our specific phonics programme of study. - This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,2
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for: Little Wandle, Reading and Participation in the	The EEF guidance is based on a range of the best available evidence: Evidence from Education Endowment Foundation , 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months Early Literacy	1,2



NCETM 'Mastering Number' programme	Approaches = +4 months Communication and Language Approaches = +6 months	
High quality maths mastery teaching across school from FS2 to Y6 including access to the Maths hub and supporting Maths lead to engage with regular CPD Power Maths has supported the mastery approach and CPD to support stretch and challenge within maths	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
High quality instructional coaching to be delivered regularly to improve T&L. This will form part of a monitoring and improving action plan.	High quality staff CPD is essential to follow EEF principals. Teaching staff work in coaching team who deliver regular coaching. Consistent use of walkthru's to develop pedagogy. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1,2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.	High quality teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the fundingsuccessfully.	1,2
Funding to complete training and resources for Forest School teacher. Forest school teacher to support Pupil Premium children during forest schools' sessions.	Research has shown that children who engage with Forest Schools show increased levels of: Confidence, Social skills, Communication, Motivation, Physical skills and Knowledge and understanding of the world. https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on -youngchildren-in-england-and-wales/	4,5
Investments in CPD and resources to provide a "Total communication approach" throughout Brackendale - Makaton - TacPac - TA visits to St. Giles - Staff meetings	Research highlights the importance of early language development and using diverse communication tools for children with speech and language delays and communication as a primary area of need for SEND. A Total Communication approach, which integrates speech, sign language, symbols, and gestures, is in line with these recommendations. Communication and language approaches EEF (+7months)	1



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

Budgeted cost: £71,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Implementation of a robust strategy for lowest 20% of readers, low attainers. - Reading Plus and Nessler programmes to track the lowest 20% readers - Little Wandle Rapid catch up for all KS2 children who did not pass Y2 phonics check - Book club to promote a love of learning	Research supports the implementation of targeted reading interventions for low attainers which help track and support the low attainer readers. These programs, alongside quality phonics interventions, are proven to improve literacy outcomes by providing tailored support and fostering a love for reading, which in turn enhances overall academic achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (+5 months)	1,2
Speech and Language Therapist to screen children and create bespoke programmes that are put in place and delivered. Impact measured regularly. Including - L2 TA to deliver SALT interventions for children in EYFS	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: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	1,2
GL assessment tools have been purchased to support SEND assessments across school	Research promotes the use of diagnostic assessments to identify individual barriers to learning for SEND students. These assessments can help identify specific areas where students need support and how interventions can be most effective. EEF Blog: Five ways to use diagnostic assessment in the... EEF	1,2,4,5
Additional phonics sessions – Rapid Catch-Up - support targeted pupils.	Phonics is an intervention that has been proven through several research pieces to help children to read successfully https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
- Implement tiered approach to pastoral care that delivers workshops and sessions for children with high levels of emotional need.	Interventions for social and emotional support have shown to prepare children for better engagement with their learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4



- The tiered PSHE curriculum addresses need at the whole school, class and individual level, leading to improved learning behaviours		
- Pastoral team model (BSA Ways) which provides groups and individual high-quality provision. Neurosequential model used to allocate accurate workshop.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition (+7 months)	4

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

Budgeted cost: £118,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club place for key pupils and families who need support with attendance and punctuality. Supporting activity clubs on offer vary each term.	Robust research has shown that children who attend breakfast club often have better attendance https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	3, 5
All children in school given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. After school club funding for pupil premium children (3 clubs per year) and supported access to the residential for year 6 PP children. Disadvantaged children to have significant financial support to attend trips and visits. Brackensdale Badges to give children the opportunity to experience a range of activities before they are 11 years old	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Provision of a range of initiatives to extend children's experiences see The pupil premium: how schools are spending the funding successfully - GOV.UK Education Endowment Trust Toolkit	4.5
Implementing a graduated approach to attendance to support children at all levels including an individual level –	Research encourages schools to monitor attendance data, identify early signs of attendance problems, and take a proactive approach to supporting students who are at risk of persistent absenteeism. It is also important to have staff	3.4,5



where needed - and the staff to implement the strategy	trained to be able to support families in this sensitive matter. Understanding the use of Attendance & Family Liaison Officers... EEF	
Emotional-based school non-attendance training for all members of the attendance team to be able to support families through using the Attend Framework (as recommended by DCC)	Research encourages schools to monitor attendance data, identify early signs of attendance problems, and take a proactive approach to supporting students who are at risk of persistent absenteeism. It is also important to have staff trained to be able to support families in this sensitive matter. Evidence brief on improving attendance and support for... EEF	3,4,5
CPD and individual coaching sessions to certain staff in "Relational attachment and trauma informed" classrooms to support all children to engage with their learning fully	Research states that supporting students who have experienced trauma, need social and emotional learning as a key area, prioritising behaviour support and developing strategies for engaging with vulnerable children, including those affected by adverse childhood experiences (ACEs) will lead to increased school readiness https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?	2,3,4
Resourcing sensory rooms to support children who need to have breaks within their days to remain regulated	Research in education underscores the importance of creating environments and implementing strategies that cater to students' sensory needs to promote engagement, focus, and well-being. Sensory Resources Autism Education Trust	4
Holding regular Parental engagement sessions that focus on the identified needs of our parents - Sleep - Behaviour - Attachment - Supporting learning at home - Attendance	Educational research consistently affirms the importance of parental engagement in supporting children's learning. Effective engagement has been linked to improved academic performance, better behaviour, and overall well-being. Parental engagement EEF	3,4,5
Team Teach CPD - train the trainer x2 & L1 and L2 for all staff - to ensure that staff are able to support children using a relational approach and using the highest quality de-escalation techniques	These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention. About Us - Team Teach	4,5

Total budgeted cost: £236800



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment by the end of F2 and in the Phonics Screening Check was below national averages, but in line with national for Year 6 and above Derby City Averages

Data shows that in the academic year 2024 – 2025:

Assessment point	Pupil premium eligible	Non-Pupil Premium
EYFS	45%	68%
Year 1 Phonics	68%	67%
KS2	55%	65%

These cohorts have a higher than average SEND proportion

Year group	SEND Percentage
EYFS	43%
Year 1	39%
Year 6	44%

- **Attendance** for PP remains further below national averages than for non-PP. Attendance remains a challenge, owing to some external barriers for some families.
- There is no noticeable difference in the **behaviour** of PP children compared to non-PP and exclusions are used very sparingly in the school as a whole. There is no evidence of disproportionate use of sanctions for disadvantaged pupils.
- There is a correlation between levels of disadvantaged and **referrals to social care and other external support agencies**. This reflects the context of our community, in which deprivation is high as is the need for external support. It should not be taken as an indicator as the success of our strategy or otherwise.
- Good strides have been made in narrowing attainment gaps in Year 6. The level of additional need - including SEND – in our cohorts presents a challenge in meeting our aspirational targets in EYFS and Phonics.

We believe our strategy is right but will take time to show impact. The level of resourcing for schools like ours remains an impediment to making faster progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
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N/A	
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils