

Pupil premium strategy statement – Brimington Manor 2024-2027

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	55 (including Nursery)
Proportion (%) of pupil premium eligible pupils	14.6%
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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Dennis
Pupil premium lead	Anna Kirby
Governor / Trustee lead	Andrew Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£12120

Part A: Pupil premium strategy plan

Statement of intent

Brimington Manor is a small one form entry Infant and Nursery school. We have a small but highly dedicated team. As a school we value our community and keep communication with families and other members of the local community positive and open. We work closely to support families and external professionals to achieve the best for all pupils.

The school is in a predominantly white British area in the suburb of Brimington in Chesterfield. We ensure our curriculum widens our children's view of the world and have carefully shaped our curriculum drivers to target what our children need. We enable pupils to access and be involved in a wide range of enrichment experiences both in and out of school time. This will have a positive impact on their well-being, knowledge, understanding of the world, boost their readiness for learning and attainment.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also 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.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Additional teaching and learning CPD opportunities provided through external agencies such as Learners' First
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Support payment for activities, breakfast and after school clubs, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Inclusion support teacher to help

Challenges

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

Challenge number	Detail of challenge
1	Most of our children that are eligible for Pupil Premium Funding come in with poor language and communication skills on entry to school and need support with Speech and Language Therapy/other communication interventions such as ECAT or Talk Boost.
2	Some of our families eligible for Pupil Premium had low SEMH, both pupils and their parents. This means that have limited social and emotional skills on entry to school and the families struggle to interact with school/other parents.

3	Historically there has been a trend of our Pupil Premium children meeting National ARE. Our focus is on improving the attainment gap in children achieving greater depth, particularly in Maths and Writing.
4	Many of our Pupil Premium families have struggled with parental engagement in supporting learning at home.
5	Many of our disadvantaged pupils are not ready to learn – they are tired, don't have access to a healthy breakfast and are late attenders. We encourage and support families by offering breakfast and offer all after school clubs to them first, we also offer after school clubs where families can be involved such as cooking club.
6	Many of our Pupil Premium pupils often come unprepared for the weather/activities such as P.E. We ensure we check our school stock of clothing including; coats, hats, gloves, all in one suits in various sizes so that all children have access to activities including Forest School.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils by the end of KS1	<ul style="list-style-type: none"> • Continue to increase the amount of disadvantaged pupils striving for greater depth. • Make sure that all pupils have access to DoodleSpell. • Staff trained to deliver and use Pathways to Write which provides a clear structure for writing progression across KS1 • Use of Drawing Club in EYFS to develop early writing and oracy skills
Improved maths attainment for disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> • Maths leaders involved in the Maths Hub to develop implementation of the Maths curriculum and interventions to support all pupils, targeted at those who need support to get to ARE and above.

	<ul style="list-style-type: none"> • Ensure all pupils have access to Doodle Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Children engaging in regular PSHE sessions to promote mental health and wellbeing. • Smilers (Derbyshire Health and wellbeing) used in school and shared with parents at home.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Ensure attendance of disadvantaged pupils is above 96% • Share importance of attendance information frequently on newsletters.

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: £6028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	3

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)	Mathematics guidance: key stages 1 and 2	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions Teaching and Learning Toolkit EEF	1
Teaching Assistants continue to get the support to deliver speech and language programmes.	Teaching Assistants continue to get support from speech and language professionals when delivering programmes to children.	1

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intensive support in bespoke interventions around gaps.	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are	1,3

	<p>falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
Use of Shrec, with CPD from the English Hub, to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	<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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

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

Budgeted cost: £3347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families in need with our Early Help Offer (FSW)	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of</p>	2, 4

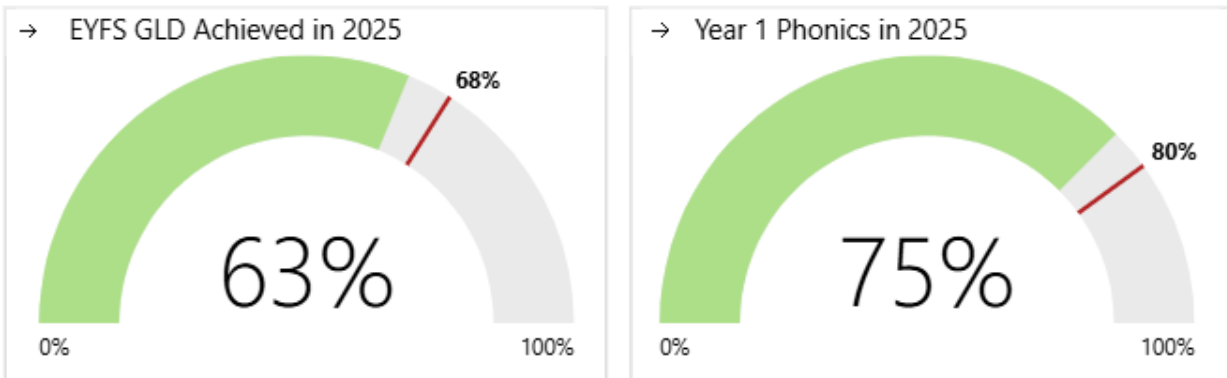
	parents in their children's learning activities; and • more intensive programmes for families in crisis.	
Emotional Well being and mental health	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Improving Social and Emotional Learning in Primary Schools EEF	2
Regular Parent Liason/ Parent Guides on Seesaw	EEF (+4) Parental engagement in early years education is consistently associated with children's subsequent academic success.	4, 5
To monitor attendance.	<ul style="list-style-type: none"> • Member(s) of staff directed to focus on attendance as part of role engage with parents: o First day absence phone calls o Weekly analysis of data, identification of 'at risk' pupils / families o Support for pupils o Support and challenge for target families o Short term crisis support for families 	2,4
Frequent analysis of data to ensure any child falling behind is spotted quickly	Implementation informed by EEF guidance report • Regular agenda item for SLT and LGB • Regular analysis of data / tracking • Children on a credible plan • CPD records • Analysis of CPOMS Diagnostic assessment EEF	1,3

Total budgeted cost: £14875

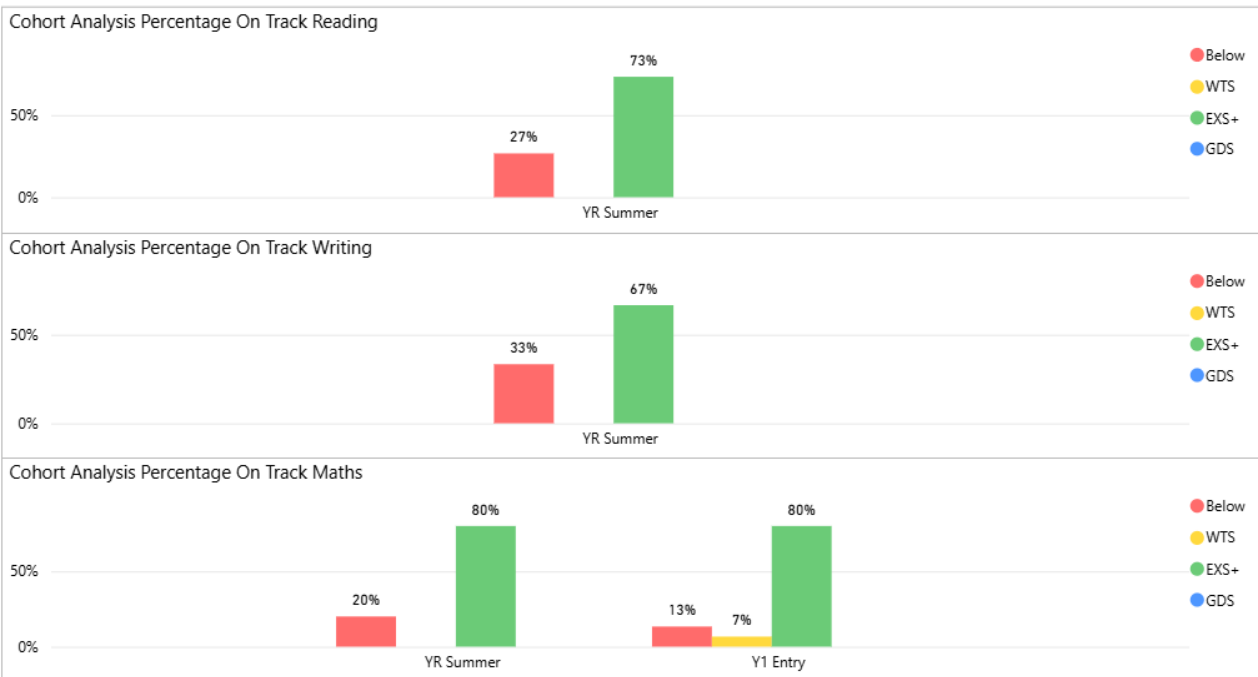
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

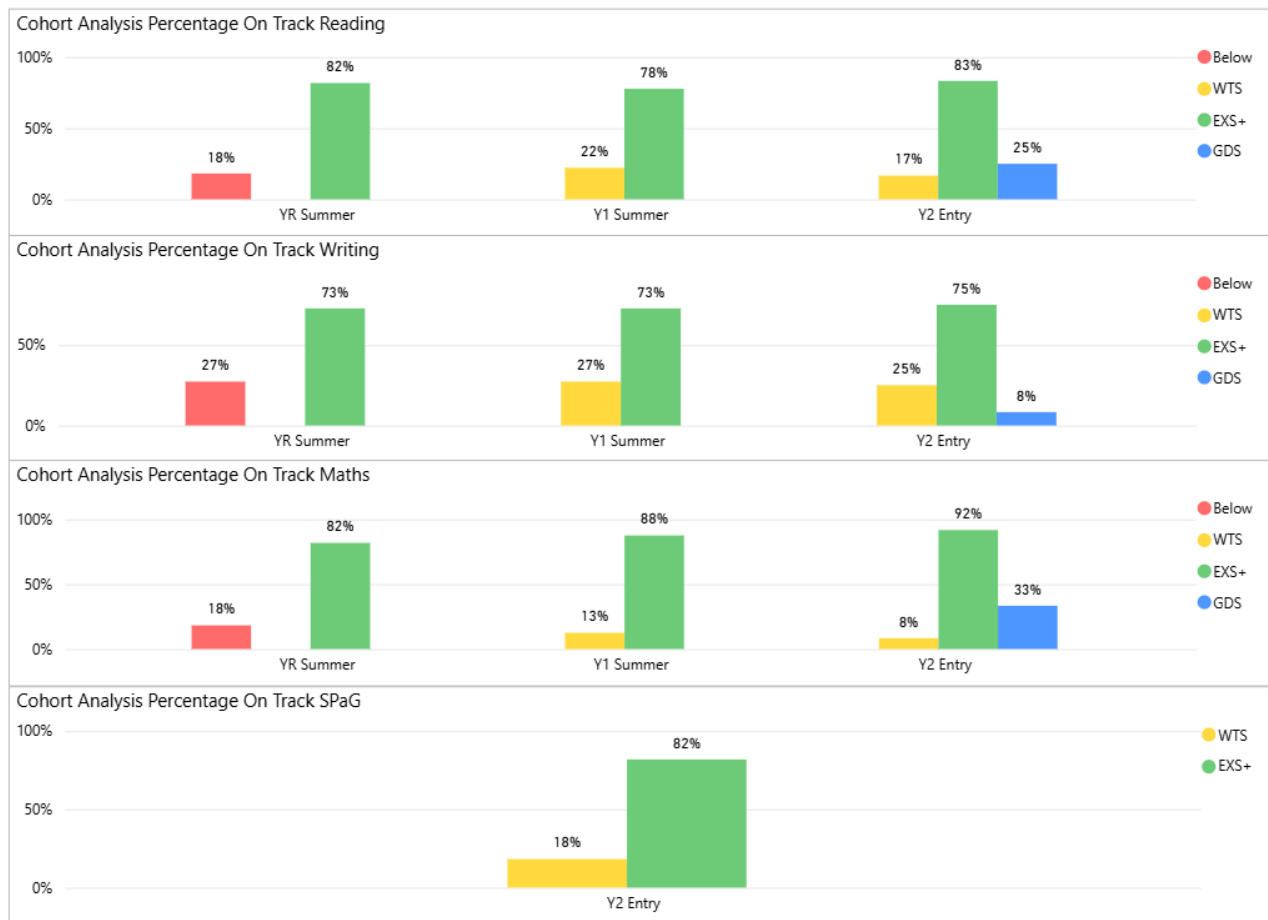
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.



Current Y1 cohort (2025-2026)



Current Y2 cohort (2025-2026)



The data demonstrated that the children have been closely tracked throughout KS1.

16.5% of Pupil Premium pupils have achieved GD in Reading. 50% have achieved EXS and 33.5% are working below the expected standard.

16.5% of Pupil Premium pupils have achieved GD in Maths. 67% have achieved EXS and 16.5% are working below the expected standard.

50% of Pupil Premium pupils have achieved EXS in writing and 50% are working below the expected standard.

There are no pupil premium children achieving greater depth in writing which continues to be a challenge for the school.

In early years, 50% of disadvantaged children made GLD which is lower than the national average of 68% and lower than the class which was 63%. However, there were only 2 Pupil Premium children in this class, each child being worth a high percentage.

50% of pupil premium children passed the phonic screening check in Y1 (75% school level and 80% national) and 100% in Y2 (100% school level and 89% nationally).

Our end of KS1 results showed that our disadvantage children made gains and the gap narrowed. It is important to note that we had a particularly low number of Pupil Premium Pupils across school.

Writing continues to be a focus for the school in 25/26 year as we go into our second full cycle of our new writing scheme called Pathways to Write. This year due to low pupil numbers Y1 and Y2 have become a mixed class and are using the mixed class programme from Pathways to Write.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our disadvantaged attendance was above the whole school of 90.66% at 95.5%. EYFS pupil premium – 88.19% which is above the whole class on 86.8%. Y1 pupil premium – 96.88% which is above the whole class on 97.09%. Y2 pupil premium 94.26% (one child on a reduced timetable) which is just below the whole class on 94.02%

The schools core values have been reshaped and support the children on their learning journey. Jigsaw continues to be used to support teaching children about emotional regulation.

We worked to become a Smilers school working with Derbyshire Emotional Health and Well Being. This has been a way to implement the 5 ways to well-being in school.

Based on all the information above, the performance of our disadvantaged pupils last year met our expectations and exceeded in some areas, and we are on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

The attendance and absence monitoring strategy has ensured any patterns of absence have been spotted quickly and any disadvantaged learners' families have been engaged with quickly to help support them and explain the importance of good attendance. From July 2024, we had our early help offer reinstated so have a family support worker supporting families with this. Parental engagement continues to be good through the use of the Seesaw system. We also continue to approach all disadvantages families first for any external club run to ensure they have opportunities they may not have. Going into the academic year 2025/26, 25% of our pupil premium pupils are accessing Early Help and 12% have been referred in and agreed to be taken onto the caseload when there is next an available space.

We are developing a whole school culture around the EEF's SHRec and during the 23/24 year, we worked with the English Hub on speaking and listening skills in the early years. Language rich environments are in place and opportunities built into the day so children are talking (snack time is now a snack stop so children have to ask for their snack, family dining opportunities). We introduced 'Model it Monday' so adults are in provision with the children modelling good use of language. Last academic year our EYFS Lead helped to

produce a trust wide strategy and EYFS policy which focused on SHRec and Oracy approaches backed up by EEF research and Liz Kenney from the English Hub, who then supported the deliverance of this strategy at a trust wide Inset Day in the Autumn term of 2025.

Training has been given to staff to ensure consistency and Quality First Teaching so high quality teaching is accessed by all. Staff Meeting schedule shows WalkThrus being undertaken and our teaching and learning policy is being developed to use core Walkthrus so CPD has been heavily built around them. This includes reflection time and how we can best use the Walkthru for all learners.

Provision Map continues to be used to ensure any children who need intervention. All staff also develop a credible plan for ALL learners so we can ensure intervention is undertaken if needed. Staff are given time to discuss intervention to ensure TAs are supported in accurately pitching what they need to. Targets are tight and linked to the exact objectives children are struggling with.

Purposeful learning opportunities such as cultural visitors and trips continue to take place to broaden our children's knowledge of what's out there. We further developed our curriculum drivers into our CARE values. The R standing for Respect so we can build this into our curriculum.

Regular checks continue to be made on pp children and how often they are accessing home learning. If need be, adults are reached out to and supported with ways they can support their child. Parents supported and encouraged to read with children. Established 'Friday Library' so all children have access to a good range of texts to take home and share.

We continue to encourage all families to tick the box to allow us to check if they are eligible for pp on entry. If family circumstances change, we ensure that the help of the pp grant is frequently communicated by adding it to the school newsletter half termly. This is done through a direct link to DCC so the parent can fill it in. Any parents who may struggle get support from school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why we do not have any Maths or writing GD children. We acknowledged that the gains we had seen in Y1 in the previous year had further been built upon by the end of KS1 as children we had a 50% combined score, which was in line with the class at 54%.

We triangulated evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, pupils and staff in order to identify the

challenges faced by disadvantaged pupils. Unfortunately, we are not part of the EEF's families of schools database where we could view the performance of disadvantaged pupils in schools similar to ours. We therefore work with the other schools in the Learners' Trust at regular pupil premium network meetings to ensure best practice is shared. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over time to secure better outcomes for pupils. We acknowledge that our challenges will change over the 3 years.

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
White Rose Maths	
Doodle Maths/Spell	
Jigsaw	
Twinkl Phonics	
Pathways to Write	
Drawing Club	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.