

Pupil premium strategy statement for Brent Knoll Primary School

2025/26

This statement details our school's planned use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year, taking into account the year just gone.

School overview

Detail	Data
School name	Brent Knoll Primary
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	24/150 16%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	17 th February 2026
Date on which it will be reviewed	April 2026
Statement authorised by	Chris Burman
Pupil premium lead	Chris Burman
Governor	Mrs Sue Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
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	£36,360

Part A: Pupil premium strategy plan

Statement of intent

At Brent Knoll Primary School, we want every child to achieve their very best, whatever their background. We are very aware that the children who are described as the disadvantaged are more than likely to be less able to achieve their potential. We therefore try and support these children in every way. We are also aware that some children who may not be described as disadvantaged as such may also be in a situation whereby their parents may not be able to provide everything they would wish to. The current economic climate is affecting many parents in paid employment, who may not receive benefits, as well as those not working for whatever reason. Whilst we therefore commit to providing for the pupils who are in receipt of Pupil Premium funding, we also channel our available resources to all those who are disadvantaged, whether long-term or on a short-term basis.

In order to ensure no child is left behind or feels disadvantaged, we have begun work on a new policy to support all children in terms of levelling out the areas of school life that may inadvertently distinguish one group of children from another. This includes how we deliver lunches and our demands on parents for the wearing of school uniform, which currently is not always 'uniform'.

Our overall ambition is to ensure that all disadvantaged children are challenged to succeed and to be given opportunities, both within the curriculum and elsewhere, in order to for them to get to experience what life can offer, to feel that they are not limited by their current circumstances.

Challenges

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

Challenge number	Detail of challenge
1	To ensure good progress for all pupils, whatever their current achievements and whatever their background circumstances.
2	To provide experiences and opportunities that will assist pupils in understanding the opportunities that are available in the wider world
3	To ensure there are no economic or social barriers preventing the disadvantaged from maximising the opportunities available to all children in school

4	To prevent poor attendance so that learning is continuous and other opportunities are not missed.
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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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year in the core subjects of Reading, Writing and Maths.</p> <p>To provide pupils who have fallen behind in their previous attainment good quality intervention</p>	<p>End of summer data shows attainment has been at the expected level</p> <p>Interventions will have supported good overall progress and will themselves be measurable as much as possible</p>
<p>Experiences will be provided that would not have been achieved</p>	<p>Children have been given opportunities to engage with extra-curricular activities and sports events.</p> <p>The disadvantaged children will have been exposed to the opportunities enjoyed by all children,</p>
<p>Attendance to be similar to all other pupils</p>	<p>Pupils' attendance will be similar to the rest of the school.</p>
<p>Disadvantaged children will not feel differently treated to any other child</p>	<p>All disadvantaged children will feel equally at ease and equally treated as all children.</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: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training in phonics and number work to ensure children receive the best possible support in English and the rest of the curriculum	Staff training to be continuous and relevant to the needs of the children. A new phonics and reading scheme has been introduced this year, with the support of the English Hub (Portishead)	1
Individual staff receive training to enable them to lead activities for children	Various training is taking place on number work and reading, as well as values and ethos. Two teachers are ECTs and will receive extra training according to their needs.	1
Head teacher regularly discusses how to support children in staff meetings	Weekly meetings and drop-ins with staff and classes, and head's teaching time to support other observations.	1
Subject leads given time to monitor teaching of core subjects to disadvantaged groups and to feedback to staff	Extra monitoring time each half term to ensure workbooks and discussions with children show good progress.	1
Support staff hours maintained to provide extra support	The school maintains a very good level of support staff to pupil ratios which impacts directly on the outcomes of all children, including those with PP funding.	

Targeted academic support

Budgeted cost: £ 11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Afternoon interventions provided to ensure good progress in morning work is back up and further supported	Teachers implementing a range of interventions that are monitored by head-teacher and SENDCo	1

PP TA employed for an afternoon each week	The TA provides extra support for PP pupils The TA uses the pupil passports to build relationships with the children and to record needs and successes The voice of the children is heard on a regular basis through direct meetings and surveys.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,280 (£6,680 in reserve)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform	Uniform is supplied on demand and a new uniform policy has reduced potential costs for all parents and carers.	
Families provided with funding to support trips, uniforms, events and clubs	Children access events and trips and are able to purchase suitable level of uniform	1
Wraparound care to support children with well-being/homework	Disadvantaged children encouraged to attend after-school clubs to provide a more positive and healthier life Disadvantaged children are able to access breakfast club, to enable them to have a nutritious start to the day.	3
Better long term planning of finances to support parents pay for activities and trips, etc	We plan to make sure our trips and visits are planned so we can give parents as much warning as possible, with the best possible payment plans that ensure no-one is left out of an activity.	1

Total budgeted cost: £ 36,360

End