

Pupil premium strategy statement – Browney 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	180
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Catherine Harris
Pupil premium lead	Philip Vasey
Governor / Trustee lead	Joanne Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,945
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£61,945

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that every child experiences excellence every day. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils - especially those from disadvantaged backgrounds - to thrive academically, socially, and emotionally.

At Browney, we recognise that disadvantage looks different for every child. Some face complex, overlapping challenges; others have specific needs; some experience few barriers at all. We take a personalised approach, ensuring that quality teaching, targeted support and enrichment opportunities enable every pupil to fulfil their potential.

Browney serves a community in County Durham with an overall IDACI (Income Deprivation Affecting Children Index) decile of 6. However, our pupil cohort is more diverse than this suggests. Whilst 55% of our pupils live in areas categorised as Decile 6, approximately 18% come from more deprived areas (Deciles 1-3). Locally, the area experiences higher-than-average employment deprivation (Decile 4) and health challenges (Health & Disability Decile 4), which can affect families' capacity to support learning at home and children's readiness to learn. Notably, the school's proportion of pupils eligible for Pupil Premium (17.39%) is significantly higher than the local area average (6.76%), reflecting our commitment to serving families facing barriers. This mixed context means that whilst not all disadvantaged pupils face severe deprivation, those who do require intensive, personalised support. Our strategy recognises this complexity and ensures provision is responsive to individual need rather than assumptions based on school-level averages.

Common barriers for our disadvantaged pupils include: weaker language and communication skills, limited access to books and resources, lower confidence, attendance or punctuality difficulties, and social, emotional or mental health needs. Some have fewer opportunities for enrichment or cultural experiences that build aspiration and resilience.

Our ultimate objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- to ensure pupils make or exceed expected progress in reading, writing and mathematics
- to support pupils' wellbeing, resilience and readiness to learn
- to broaden horizons through enrichment, culture and experience.

We achieve these through:

- **High-quality teaching:** all teaching is of a consistently high standard, with sustained focus on language, literacy and numeracy. Teaching assistants are deployed effectively to support learning in the moment.
- **Targeted academic support:** one-to-one and small-group tuition, systematic phonics and early reading intervention, and focused support at key transition points for pupils who have fallen behind.
- **Pastoral and wellbeing support:** dedicated and a highly effective pastoral provision addresses social, emotional and mental health needs through individual and small-group work, developing resilience, confidence and self-esteem.
- **Wider strategies and enrichment:** every disadvantaged pupil access enrichment including educational visits, music tuition, sports coaching and leadership experiences. These promote aspiration, teamwork and wellbeing, helping pupils see themselves as capable and successful learners.

This strategy is reviewed termly through pupil progress meetings, assessment data and case studies. Provision is adjusted in response to evidence of impact, ensuring every disadvantaged pupil at Browney Primary Academy has the best chance to succeed academically, socially and personally.

Our pupil premium strategy is closely aligned with our safeguarding priorities. Challenge 1 (social, emotional and mental health needs) reflects patterns identified through our safeguarding and pastoral systems, ensuring disadvantaged pupils receive timely support for wellbeing concerns that may impact their engagement and progress. Multi-agency working, early help assessments, and our dedicated pastoral provision form an integrated approach to addressing both academic and wider barriers to learning. Regular safeguarding briefings and case discussions ensure staff remain alert to the specific vulnerabilities some disadvantaged pupils may face, enabling swift and coordinated support.

Designated leads oversee implementation: Teaching & CPD (Headteacher and Deputy Headteacher), Targeted Academic Support (SENDCo and Subject Leads), and Wider Strategies (Pastoral Team), with progress reviewed termly and reported to governors.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils face challenges in their lives and have social, emotional or mental health needs that affect concentration, engagement and readiness to learn.
2	Some pupils lack independence and confidence in learning, requiring frequent adult reassurance and support to attempt and complete tasks.
3	Some pupils have lower resilience and self-esteem, which limits independence and willingness to take risks in learning.
4	Some pupils enter school with weaker language, literacy and numeracy skills, which impede access to the full curriculum and slow progress.
5	Some pupils do not participate regularly in sport or physical activity and require encouragement and financial support to overcome barriers.
6	Some pupils have lower aspirations or limited awareness of future opportunities beyond school.
7	Some children start Early Years with significant speech and language delay and limited vocabulary; this can persist into KS1 without sustained intervention.
8	Some pupils have limited access to enrichment experiences outside school, which restricts their cultural capital, curiosity and wider understanding of the world.

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
Pupils make at least expected progress in reading, writing and mathematics.	<p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows in reading, writing and mathematics across all key stages.</p> <p>Internal tracking and end-of-key-stage outcomes show improved attainment for disadvantaged pupils.</p>
Improved language and communication skills across all key stages.	<p>Assessments and teacher observations show improved vocabulary acquisition and oral fluency across all year groups.</p> <p>Pupils show confident use of ambitious vocabulary in speaking and writing.</p> <p>EYFS communication and language outcomes improve year-on-year, with a higher proportion of pupils meeting age-related expectations.</p>
Increased engagement, resilience and independence in learning.	<p>Pupil voice, work scrutiny and behaviour data show that disadvantaged pupils have greater confidence, perseverance and independence in their learning.</p> <p>Pupils increasingly self-regulate and take risks without fear of failure.</p> <p>Reliance on adult support in class reduces as pupils develop metacognitive strategies and learning independence.</p>
Improved attendance and punctuality.	<p>Attendance for disadvantaged pupils is in-line with their peers.</p> <p>Persistent absence among disadvantaged pupils reduces through targeted intervention, early identification of barriers, and proactive family engagement.</p> <p>Punctuality improves, with fewer late arrivals impacting learning time.</p>
Strong emotional wellbeing and positive behaviour.	<p>Disadvantaged pupils display improved emotional regulation and positive behaviour in class.</p> <p>Fewer pupils require ongoing pastoral or behavioural intervention as preventative and early-intervention approaches are effective.</p> <p>Pupil voice, wellbeing assessments and staff observations show improved confidence, self-esteem and readiness to engage with learning for those receiving pastoral support.</p>

<p>Greater participation in enrichment and wider curriculum opportunities.</p>	<p>Disadvantaged pupils participate in clubs, educational visits, music tuition, sports and leadership opportunities at rates comparable to or exceeding their non-disadvantaged peers, tracked through participation records. Financial barriers are removed to ensure equal access.</p> <p>Pupils articulate increased confidence, aspiration and cultural awareness as a result of enrichment experiences, evidenced through pupil voice and class discussions.</p>
<p>Raised aspirations and awareness of future opportunities.</p>	<p>Pupils articulate clear goals and ambitions for their future, understanding the pathways into secondary education, further learning and careers.</p> <p>Disadvantaged pupils access careers visits, role model encounters and enrichment that broaden their horizons and challenge stereotypes.</p> <p>Pupil voice, PSHE assessments and discussions with staff show increased confidence in their ability to succeed and an awareness of opportunities available to them.</p>

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: £ 41,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality professional development for all staff to ensure consistently strong teaching across the curriculum, with explicit focus on adaptive teaching strategies that support disadvantaged pupils to access learning and make accelerated progress. CPD focuses on subject knowledge, responsive assessment, and meeting the needs of all learners.	EEF <i>Guide to the Pupil Premium</i> - tiered model identifies teaching quality as the highest-impact factor. Sutton Trust (2019) - high-quality teaching disproportionately benefits disadvantaged pupils.	1, 2, 3, 4, 7
Targeted training on vocabulary and oracy development, especially in EYFS and KS1, to address language gaps and strengthen writing outcomes, supported by weekly phonics training sessions for all staff delivering Read Write Inc to ensure programme fidelity.	EEF Preparing for Literacy; EEF Improving Literacy in Key Stage 1 & 2 - oral language interventions have high impact for low cost. Systematic synthetic phonics shown to accelerate early reading outcomes.	3,4,7
Curriculum development with subject specialists and feeder secondary colleagues to strengthen progression and sequencing across key stages, including planned visits to observe Year 7/8 teaching and	EEF Effective Professional Development; Ofsted curriculum research reviews - subject-specific CPD improves coherence and retention.	3,4,6

joint moderation activities.		
Deployment and training of teaching assistants to deliver effective in-class support and responsive intervention during lessons.	EEF Making Best Use of Teaching Assistants - structured deployment leads to measurable impact.	1,2,3,4,7
Whole-school focus on feedback and metacognition strategies to improve pupil independence and reduce reliance on adult support, including dedicated staff meetings led by senior leaders and regular work scrutiny to ensure consistent implementation and high expectations for disadvantaged pupils.	EEF Feedback; EEF Metacognition and Self-Regulation - both have strong evidence of improving attainment when embedded in daily teaching.	2,3,4

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

Budgeted cost: £ 7,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics and early reading intervention for identified pupils in EYFS and KS1, using Read Write Inc and daily additional practice sessions delivered by trained teaching assistants. Focus on pupils at risk of not meeting the phonics screening standard.	EEF Improving Literacy in Key Stage 1; DfE The Reading Framework (2023) - systematic synthetic phonics has proven impact on early reading outcomes. Daily practice shown to accelerate progress.	4,7
'Rise and Read' breakfast club for the lowest 20% of readers, providing daily reading practice, fluency development and punctuality support in a nurturing environment. Pupils receive 1:1 and paired reading alongside breakfast provision.	EEF Reading Comprehension Strategies; EEF Extending School Time - additional structured reading time has positive impact on attainment. Magic Breakfast evaluation shows breakfast provision supports readiness to learn.	2,4,7
Small-group 'keep-up' maths intervention led by teaching assistants, using pre-teaching and same-day consolidation to address misconceptions and ensure pupils do not fall behind in number fluency and calculation.	EEF Improving Mathematics in Key Stage 2 and 3 - pre-teaching and scaffolding approaches shown to accelerate progress. 'Keep-up' approaches prevent gaps widening.	2,4
Time-limited small-group tuition in reading, writing or mathematics for pupils approaching key assessment points (Year 6, MTC, phonics) to consolidate learning and address specific gaps.	EEF One-to-One Tuition and Small Group Tuition - both have strong evidence of accelerating progress for disadvantaged pupils when focused and time-limited.	2,4,6

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

Budgeted cost: £ 12,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated pastoral support for pupils with emotional or behavioural needs, delivered by trained pastoral staff. Pupils receive small-group or 1:1 sessions to develop resilience, confidence, self-regulation and emotional literacy, using approaches including nurture groups, social stories and restorative practices.	EEF Improving Behaviour in Schools; EEF Social and Emotional Learning in Primary Schools- SEL approaches improve attainment and wellbeing when structured and delivered by trained staff.	1,2,3,6
Targeted attendance monitoring and early intervention by SLT, including family engagement, home visits where appropriate, and rewards for improved attendance. Persistent absence tracked weekly with swift action to address barriers.	DfE Improving School Attendance (2022) - early intervention and positive reinforcement shown to reduce persistent absence. Proactive engagement with families addresses underlying causes.	1,4,6
Lunchtime and after-school sports coaching to increase participation, teamwork and wellbeing.	EEF Physical Activity (moderate impact on wellbeing and behaviour); DfE School Sport and Activity Action Plan - participation in sport builds confidence and reduces barriers.	3,5,6
Full or partial financial subsidy for disadvantaged pupils to access all educational visits, theatre trips, music tuition and residential opportunities, ensuring no pupil misses out due to cost. All disadvantaged pupils access at least two enrichment activities	EEF Arts Participation - moderate impact on academic outcomes and motivation; DfE Pupil Premium Menu of Approaches - enrichment and cultural capital raise aspiration and broaden horizons.	3,5,6,8

per year beyond the classroom.		
Subscription to First News for all disadvantaged pupils to promote regular reading for pleasure, current affairs awareness and discussion of real-world issues in class.	EEF Reading Comprehension Strategies and Wider Reading for Pleasure – sustained reading exposure improves fluency, vocabulary and background knowledge. Non-fiction reading builds cultural capital.	3,4,7,8
Uniform subsidy and hardship support for families experiencing financial difficulty, ensuring all pupils can attend school appropriately dressed and with necessary equipment.	DfE Using Pupil Premium Guidance - tackling financial barriers ensures full participation and sense of belonging.	5

Total budgeted cost: £61,945

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils (2024–2025):

Disadvantaged pupils at Browney Primary Academy made strong progress across the curriculum during 2024-25. Outcomes were drawn from statutory KS2 assessments and internal summative and formative assessments across all year groups.

Key Stage 2 outcomes:

The disadvantaged cohort achieved 67% in reading, 67% in writing and 67% in mathematics at the expected standard, with 50% achieving the combined reading, writing and mathematics measure. These outcomes compare favourably with national averages for disadvantaged pupils (national 2025: reading 63%, writing 59%, maths 61%, combined 47%).

A particular strength was grammar, punctuation and spelling, where 83% of disadvantaged pupils achieved the expected standard. This significantly exceeded the national average.

Read Write Inc phonics sessions are embedded across the school, complemented by the 'Rise and Read' breakfast provision and regular fluency practice for lower-attaining readers. Writing improved in coherence, vocabulary and sentence construction through targeted teaching of grammatical structures. Mathematics outcomes were enhanced by 'keep-up' and pre-teaching sessions delivered by teachers and teaching assistants.

Year 4 Multiplication Tables Check:

Disadvantaged pupils achieved an average score of 21 out of 25 in the Multiplication Tables Check, which is 2.1 points above the national average for disadvantaged pupils (18.9). Non-disadvantaged pupils scored an average of 24.4.

Early Years and Key Stage 1:

Small cohort sizes for disadvantaged pupils in the early phase of education limit the reliability of percentage data.

While small cohorts mean that individual pupil circumstances have significant impact on percentage outcomes, they reinforce the importance of early identification and responsive support for disadvantaged pupils who enter school with speech and language delay or weaker phonological awareness. The school continues to prioritise systematic phonics teaching through Read Write Inc, daily intervention for pupils at risk of falling behind, and targeted vocabulary and oral development in EYFS.

Wider impact:

Pastoral and enrichment provision enhanced pupils' confidence, engagement and wellbeing throughout the year. Attendance for disadvantaged pupils was above the national average for Free School Meals eligible pupils and shows a year on year improving trend. The school continues to work closely with families to address barriers to regular attendance through early intervention and proactive pastoral support.

Financial assistance ensured that all disadvantaged pupils accessed enrichment opportunities including educational visits, residential trips, guitar tuition and sporting activities. Pupil voice surveys and discussions confirmed that these experiences increased confidence, broadened aspirations and strengthened pupils' sense of belonging.

The First News subscription encouraged reading for pleasure and discussion of current affairs in class and in after-school clubs such as Rights Respecting Club, developing oracy skills and cultural awareness. Disadvantaged pupils participated in leadership roles, sports competitions and performances, reflecting the school's commitment to equal access.

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
First News	First Group
Accelerated Reader	Renaissance Learning