

The British School

Working together for our children's future



Pupil Premium strategy statement for The British School 2025-2026

This statement details our school's use of pupil premium (and recovery 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	175
Proportion (%) of pupil premium eligible pupils	22/175 – 12.6%
September 2025 pupil premium children on role	22/175 – 12.5%
Academic year/years that our current pupil premium strategy plan covers	24-27 3 year Strategy
Date this statement was published	01/12/2024
Date on which it will be reviewed	13/11/2025
Statement authorised by	Abel Roche
Pupil premium lead	Katharine Price / Abel Roche
Governor / Trustee lead	Rebecca Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	7/12ths of financial year 25-26 £20,676.25

<p>Estimated 22 PP and 4 Service children on Roll April 2025</p>	<p>5/12 of financial year 26-27 <u>£15,400 Estimate</u></p>
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>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></p>	<p>£36,076.25</p>

Part A: Pupil premium strategy plan

Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***
- For all of our pupils, whether or not they are disadvantaged, we aim to enhance oral language
- Support those who display any SEMH challenges
- Ensure all pupils have access to activities to develop both fine and gross motor skills.
- Raise progression in writing skills and core numeracy skills
- Offer increased reading opportunities through both appropriately matched reading scheme books and reading for pleasure books.
- Ensure children have access to high quality adult support through targeted intervention programmes.
- We provide all pupils opportunities to engage in all aspects of school life equally.

How does your current pupil premium strategy plan work towards achieving those objectives?

All Pupil Premium children are listened to read daily, this may be during Whole Class Teaching or via 1:1 reading with an adult.

All children have access to a well-resourced school library, on a regular basis (at least fortnightly), where they can choose a book of interest themselves to support reading for pleasure.

All classes have a class reading book and children are read to daily, supporting reading for pleasure.

Reading is supported throughout the school with a structured curriculum to support the teaching of phonics initially in the EYFS through to Year 2 but also KS2 where targeted interventions are necessary. We have taken on the Essential Letters and Sounds phonics programme which ensures children keep up rather than catch up. This is taught to the class as a whole.

We are working with Mangotsfield Literacy hub (DFE Approved) to support Phonics and Early Reading. This is a 3 year programme (September 24- July 27) to improve delivery of whole class lessons, interventions and outcomes for all, particularly disadvantaged children.

With the support of the Literacy hub and local authority the literacy lead has developed a new writing curriculum for EYFS to Y6. This will enhance all aspects of Literacy across the school.

As well as an academic support role, Classroom TAs have a pastoral support role, to support children by dealing with social, emotional and mental health issues that arise. We have a member of staff who is trained as Emotional Literacy Support Assistant and another who is undertaking training.

The SENDCo, alongside class teachers, supports children with more complex needs through the use of additional guidance via the graduated pathway. This may include the advisory teaching service and School nurse service or more targeted services such as audiology and speech and language.

There are strong links between the EYFS class and our onsite pre-school 'The Kindergarten' to support all children, including those from disadvantages backgrounds. This includes transition opportunities throughout the year, stay and play events, home visits prior to starting school in September and support in the use of learning resources in all areas of the curriculum.

Staff receive CPD in order to support children with English and Maths. TAs carry out interventions to support children in closing the gap with reading, writing, phonics, maths, ELSA, Social Skills and Resilience. TAs also carry out 1:1 Speech and Language interventions following referrals. We have invested in Provision Map to monitor and evaluate the impact of these interventions.

We have high expectations for all of the children, including PP, and additional resources will be given to support disadvantaged children with homework and remote learning, including technology, pens, pencils, paper, a space to work and time. We also run a weekly homework club, which disadvantaged pupils are encouraged to attend.

PP children are encouraged to take up opportunities to engage in all aspects of school life, including school trips, residential and extra-curricular activities (PP children are encouraged to attend after school clubs.) Financial support is available for families in receipt of PP, where a cost is barrier to engagement.

Staff and the wider school community are encouraged to share experiences to broaden all children's cultural capital. All classes engage with 'Newsround' at least weekly.

Challenges

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

Challenge number	Detail of challenge
1	PP have made greater progress than non PP children. However, there are fewer PP children who achieve Greater Depth in reading, writing and maths. This is a focus for across the school, interventions will be targeted to challenge those pupils. Another focus is to improve parental engagement with pupil premium families, this is through regular parent forums, homework celebration events, parent's evenings and signposting them to relevant support.
2	Some pupils and their families have social & emotional difficulties, including medical and mental health issues. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Some pupils who are disadvantaged currently require additional support with social and emotional needs, with most receiving small group interventions.
3	Assessments, observations and discussions with children and families indicate some pupils have limited experiences beyond their home life and immediate community.
4	A number of the pupils who are eligible for Pupil Premium Funding are on the SEND register. This means they have barriers which can make progress slower than their non-SEND peers.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

peers. This negatively impacts their development as readers	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Class teachers to have a secure understanding of the starting points of all their PP children in R, W and M.	All children start the academic year from a level that is appropriate with correct level of challenge.
PP children from low attainment starting points are supported to make accelerated progress.	All children are supported to be independent learners in lessons. All children are encouraged/ supported to actively participate in whole class activities/sessions.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024-2027 demonstrated by: <ul style="list-style-type: none"> • Implementation of ELSA interventions. • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • A 'coaching' programme run by trained volunteers to work alongside disadvantaged pupils to improve their SEMH.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025-26 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils reduced from previous year, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent reduces and the figure among disadvantaged pupils is in line with their peers.

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: £3215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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 Toolkit Strand Education Endowment Foundation EEF</p>	1,5
<p>CPD to improve the teaching of phonics</p>	<p>All teachers and support staff to undergo CPD to support teaching of new phonics scheme (Essential Letters and Sounds) Phonics. (In-school & Stroud Association of Schools CPD Programme) Phonics Lead to monitor Teaching & Learning in classrooms.</p> <p>Mangotsfield Literacy Hub support.</p> <p>Phonics Screening and assessments scores to show progress each term to ensure an improved pass rate at end of Y1.</p> <p>Targeted TA interventions to support children.</p> <p>School target is to regularly achieve 90%+ pass rate in Phonics Screening Check.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	5

<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Our newly implemented ELSA intervention intends to support this research base.</p>	<p>2,3</p>
<p>CPD opportunities to improve understanding and awareness of challenges faced by pupils with SEMH, Trauma and SEN.</p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>4</p>

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

Budgeted cost: £34,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be</p>	<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</p>	<p>1, 5</p>

delivered with the support of our local English hub.	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Reading, Writing and Maths interventions; Pre-teach/ same day/ specific skill based intervention.	Establish small group interventions for disadvantaged pupils falling behind age-related expectations.	1, 4, 5
CPD in effective use of TA deployment for Teachers and TAs	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1, 4, 5

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

Budgeted cost: £3161.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, emotion coaching, trauma awareness and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3
ELSA, social skills & improving resilience interventions.	Small group or 1:1 structured interventions to support disadvantaged pupils with SEMH, friendships and resilience skills.	2, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4

implement new procedures and appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, a non PP and PP children were in line and achieved greater depth in reading.

In maths, a higher percentage of PP children achieved greater depth and working at ARE.

In writing, a higher percentage of PP were assessed at greater depth than non PP and PP children were in line with non PP children for working at ARE and working below.

Pupil premium children were making accelerated progress in reading, writing and maths.

For academic year 25/26 Early Reading and Writing is a priority, so all children, especially disadvantaged children have secure foundations to enable them to achieve ARE.

Pupil premium attendance was slightly higher than non PP attendance. No PP children were persistently absent. For academic year 25/26, we recognise this remains a priority, so attendance will be analysed weekly.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils (Term 3)
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we will evaluate why activity undertaken in previous years had not had the degree of impact that we had expected. The Pupil Premium Strategy is now part of the SLT remit and will be reviewed termly.

We will triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We will also use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We will look at a number of 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 will use the [EEF's implementation guidance](#) to help us develop this 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 create a robust evaluation framework in place for the duration of this academic year and will adjust our plan over time to secure better outcomes for pupils.