

BLACK COUNTRY FEDERATION

PUPIL PREMIUM STRATEGY STATEMENT

Brierley Hill Primary School • Year 2 • 2025/26



CREATED BY	Senior Leadership Team, Black Country Federation
ACADEMIC YEAR	Year 2 2025/26
PUBLICATION DATE	2025/26
REVIEW DATE	July 2026
STRATEGY CYCLE	2024/25-2026/27

Aspiration and opportunity for every child

OVERVIEW		Year 2 of the 2024/25-2026/27 strategy	
Detail		2025/26 record	
Eligible pupils		99 FSM Ever 6 (52%)	
Pupil premium allocation		£146,520	
Recovery premium		Not received	
Total strategic budget		£146,520	
Strategy lead		Senior Leadership Team, Black Country Federation	
Review due		July 2026	
Strategy cycle		Year 2 of 3: 2024/25-2026/27	

IMPACT REPORTED FROM 2024/25

Measure	Year 1 update reported
RWM combined	59% (up from 37%)
Reading	69% (up from 53%)
Writing	76% (up from 70%)
Mathematics	76% (up from 47%)
GPS	72% (up from 57%)
Phonics	79% (up from 67%)
EYFS GLD	71% (up from 41%)
MTC 25/25	55% (up from 38%)

The Year 2 update attributed improvement to more consistent CUSP curriculum routines, daily fluency/vocabulary/oracy, short-cycle interventions aligned with classroom teaching, and strengthened subject leadership and quality assurance. This wording is retained as the school's contemporaneous evaluation; the final Year 3 review tests these claims against 2025/26 evidence.

IMPLEMENTATION

Strategic implementation retained from the Year 2 update

HIGH-QUALITY TEACHING

WalkThrus-informed live coaching across core subjects.

Curriculum fidelity through QA cycles, subject-leader monitoring and leadership walkthroughs.

Reading fluency development and CUSP Agile Units to address identified gaps.

Mathematics fluency development, including planned First Class @ Number support.

Approaches aligned to the EEF tiered model and relevant literacy/mathematics evidence.

TARGETED ACADEMIC SUPPORT

Structured fluency interventions through short, focused teaching cycles.

SEND and disadvantaged pupils prioritised through adaptive scaffolding and leadership tracking.

Greater-depth mentoring in UKS2 for high-potential disadvantaged pupils.

Termly intervention evaluation using baseline and review assessment.

Early intervention in phonics, speech and language and oracy.

WIDER STRATEGIES

Additional sports-coach capacity to strengthen physical development, enrichment and wellbeing.

Expanded enrichment, including subsidised residentials, trips and clubs.

Personal development, daily physical activity and targeted SEMH support.

Attendance strategy based on relational approaches, early identification and rapid response.

LEADERSHIP AND MONITORING

Disadvantaged pupil progress tracked through leadership systems.

Pupil premium outcomes included within performance management and governor oversight.

QA triangulated lesson visits, work and pupil voice.

EEF implementation guidance informed planning, delivery and review.

Termly pupil voice considered experience, engagement and inclusion.

STRATEGIC PRIORITIES FOR 2025/26

Sustain improved outcomes across reading, writing and mathematics, alongside EYFS and phonics.

Further close differences at greater depth, particularly reading and mathematics.

Embed fluency as a consistent driver of learning.

Strengthen transition points for disadvantaged pupils.

Develop subject leadership and secure consistent curriculum implementation.

Embed strategies within high-quality teaching so impact is sustainable.

CLEAN-UP NOTE

The original Year 2 update stated that the strategy was aligned with the '2025 Ofsted inspection framework'. That reference has been removed because it is now outdated and was not necessary to the strategy's educational rationale. The strategy is retained as an evidence-informed school-improvement document.