

BLACK COUNTRY FEDERATION

PUPIL PREMIUM STRATEGY STATEMENT

Brierley Hill Primary School • Year 1 • 2024/25



CREATED BY	Senior Leadership Team, Black Country Federation
ACADEMIC YEAR	Year 1 2024/25
PUBLICATION DATE	November 2024
REVIEW DATE	September 2025
STRATEGY CYCLE	2024/25-2026/27

Aspiration and opportunity for every child

OVERVIEW	School and funding overview
Detail	2024/25 record
Number of pupils in school	214
Proportion of pupil premium eligible pupils	51.8%
Strategy cycle	2024/25-2026/27 (corrected from the inconsistent 2024/25-2027/28 date in the original copy)
Published	November 2024
Review date	September 2025
Statement authorised by	Russell Bond, Executive Headteacher
Pupil premium lead	Senior Leadership Team, Black Country Federation
Governor / Trustee lead	Tim Sunter, Pupil Premium Link Governor
Pupil premium allocation	£172,380
Funding carried forward	£0
Total budget	£172,380

STATEMENT OF INTENT

Ensure every pupil, regardless of background or challenge, has access to high-quality education and can achieve their fullest potential.

Close achievement differences for disadvantaged pupils while strengthening learning for all pupils.

Prioritise high-quality teaching, reading, vocabulary and oracy, early identification, attendance, wellbeing and support for vulnerable pupils.

Use assessment and school evidence to refine provision and maintain whole-school responsibility for outcomes.

CHALLENGES IDENTIFIED IN YEAR 1

No.	Original challenge
1	Low baseline skills, particularly language, communication, oracy and essential life skills.
2	Deprivation and vulnerability, including SEMH needs and adverse childhood experiences.
3	High levels of socio-economic deprivation in the local community.
4	Limited exposure to wider experiences beyond pupils' immediate environment.
5	Attendance concerns, including persistent absence among disadvantaged pupils.
6	Achievement gaps: disadvantaged pupils less likely to meet age-related expectations or achieve greater depth.

OUTCOMES		Intended outcomes retained from the original strategy
Intended outcome	How success was intended to be measured	
Narrow the achievement gap	Internal performance data shows reduced differences; disadvantaged pupils make strong progress and attain increasingly in line with national expectations.	
Excellence in teaching	SLT monitoring, peer review and coaching show consistently high-quality teaching; accessible CPD and leadership development strengthen expertise.	
Reading fluency and confidence	Pupils move successfully from learning to read to reading to learn; monitoring and pupil feedback show engagement with a wide range of texts.	
Sustained improved attendance	Overall attendance improves; disadvantaged attendance approaches peers; persistent absence reduces and strategies are evaluated.	
Vocabulary acquisition and language comprehension	Assessment and classroom evidence show improved vocabulary and comprehension, including early language development.	
Wellbeing and SEMH	Pupil, parent and staff evidence shows pupils are supported effectively and ready to learn.	
Wider enrichment opportunities	Disadvantaged pupils access trips, clubs, residential and wider experiences without financial barriers.	

2024/25 ACTIVITY: TEACHING

Activity retained from Year 1	Evidence / rationale used in the original strategy	Challenge(s)
Systematic phonics through Little Wandle, staff training and monitoring	Systematic synthetic phonics and consistent implementation were identified as central to early reading success.	1, 6
Targeted coaching and mentoring; high-quality CPD	Professional development and coaching used to strengthen classroom practice and sustain high-quality initial teaching.	1, 2, 6
Effective modelling and metacognitive approaches	Modelling intended to make thinking visible and support pupils to become increasingly independent learners.	1, 4, 6
Additional Year 1 teacher	Additional teaching capacity intended to enable more responsive teaching and attention to pupil need.	6
Accelerated Reader and reading development	Reading resources and assessment intended to increase engagement and strengthen comprehension.	1, 3, 6
Mathematics fluency, Ready to Progress and maths CPD	Consistent teaching of core mathematical concepts and staff development intended to improve fluency and attainment.	6
CUSP curriculum development, vocabulary and cognitive science CPD	Curriculum coherence, sequencing and vocabulary were used to strengthen access to ambitious curriculum content.	1, 3, 6

2024/25 ACTIVITY: TARGETED ACADEMIC SUPPORT

Activity	Original purpose	Challenge(s)
Targeted interventions based on teacher assessment	Short, focused support matched to identified gaps and linked to classroom learning.	1, 6
Speech, language, vocabulary and early intervention	Address communication and language barriers early, particularly in EYFS and KS1.	1, 2
Teaching assistant deployment in KS1 and EYFS	Support language development and targeted learning where need was identified.	1, 6
Targeted reading technology / Accelerated Reader	Use assessment and reading practice to support pupils requiring additional reading development.	1, 6

2024/25 ACTIVITY: WIDER STRATEGIES

Activity	Original purpose	Challenge(s)
Attendance strategy and family engagement	Reduce persistent absence and lateness through early identification, relational work and support.	5
SEMH and wellbeing support	Support pupils whose emotional needs were affecting readiness to learn and participation.	2
Enrichment, trips, clubs and residential support	Reduce financial barriers and widen access to experiences beyond the immediate locality.	3, 4
Sports and physical development provision	Strengthen engagement, physical development, wellbeing and wider opportunity.	2, 4
Parental engagement and vulnerable pupil support	Respond to family-level barriers affecting learning and school participation.	2, 5

Recorded total budgeted cost: £172,380

ARCHIVAL NOTE

This cleaned copy corrects the strategy-cycle date and presents the 2024/25 plan in the current BCF/Brierley Hill document style. It does not retrospectively replace the school's 2024 diagnosis or claim impact that was not known at the time.