

BLACK COUNTRY FEDERATION

PUPIL PREMIUM STRATEGY STATEMENT

Brierley Hill Primary School • Year 3 • 2026/27



CREATED BY	Senior Leadership Team, Black Country Federation
ACADEMIC YEAR	Year 3 2026/27
PUBLICATION DATE	September 2026
REVIEW DATE	July 2027
STRATEGY CYCLE	2024/25-2026/27

Aspiration and opportunity for every child

CONTEXT

Impact of Years 1-2 and why Year 3 is sharper

WHAT HAS IMPROVED

Whole-school statutory outcomes improved materially during the first two years of the cycle, including stronger EYFS, phonics and multiplication fluency.

2025/26 disadvantaged outcomes contain clear strengths: writing 74%, GPS 74%, science 84%, Year 1 phonics 79%, MTC full marks 56% and 70% at expected across all EYFS ELGs.

Curriculum, assessment and QA systems are substantially stronger than at the start of the cycle, giving leaders a better basis for precise diagnosis.

WHAT HAS NOT IMPROVED ENOUGH

Disadvantaged KS2 combined attainment fell to 37% in 2025/26; reading was 58% and mathematics 53%. Strong writing, GPS and science did not translate into secure combined outcomes.

Internal evidence shows inconsistency between cohorts and subjects. In Year 2, disadvantaged pupils averaged WTS in reading while non-disadvantaged pupils averaged EXS. In Year 5, reading averaged WTS for both groups and disadvantaged writing averaged Below+.

Attendance remains a material barrier: disadvantaged attendance was 94.3% compared with 96.8% for non-disadvantaged pupils; disadvantaged persistent absence was 19.8% compared with 9.2%.

Some pupils have prerequisite knowledge gaps too significant to be addressed through classroom adaptation alone. This is the rationale for the Curriculum Entitlement Pathway, not disadvantage status itself.

THEREFORE, YEAR 3 WILL

Concentrate resource on stronger responsive teaching and rapid diagnosis of gaps, rather than adding more initiatives.

Use additional Year 6 teaching capacity to improve the precision, responsiveness and intensity of teaching for the incoming cohort, with disadvantaged pupils a central focus.

Use dedicated Pathways teaching for pupils with significant prerequisite gaps, including disadvantaged pupils where assessed need warrants it.

Make accuracy, fluency, retention, inclusive talk and independence explicit measures of impact.

Treat attendance as a curriculum-access issue and evaluate case-level impact rather than activity.

OVERVIEW		School overview and funding	
Detail		Data	
Number of pupils in school		197 (September 2026)	
Current context indicators		46.3% targeted FSM; 36.0% EAL; 12.2% SEND	
Proportion (%) of pupil premium eligible pupils		TO CONFIRM from current DfE allocation statement	
Strategy cycle		2024/25-2026/27: Year 3 and final year	
Date published		September 2026	
Review date		Formal annual/final-cycle review by July 2027; implementation half-termly; impact termly	
Statement authorised by		Executive Leadership, Black Country Federation	
Pupil premium lead		Senior Leadership Team, Black Country Federation	
Governor / Trustee lead		Tim Sunter & Jacqueline Blake Co-Chair Governors	
FUNDING		Funding overview	
Detail		Amount	
Pupil premium funding allocation this academic year		£161,200	
Pupil premium funding carried forward from previous years		£0	
Total budget for this academic year		£161,200	

STATEMENT OF INTENT

At Brierley Hill Primary School, our ambition is that disadvantaged pupils achieve strongly, belong fully to the school community and leave primary school with the secure knowledge, fluency, confidence and independence needed for the next stage of education.

Year 3 is not a reset of the strategy. It is a sharper response to what the first two years have taught us. Improvement in curriculum, teaching and early foundations has created genuine strengths, but the 2025/26 disadvantaged KS2 outcome and current internal evidence show that strong learning is not yet sufficiently consistent across cohorts and subjects.

We do not treat disadvantage as a single educational need. Leaders diagnose the barriers affecting individual pupils and groups using assessment, classroom evidence, attendance, pupil and family knowledge, and wider participation information. Pupil premium is then used where additional resource can plausibly improve educational outcomes.

High-quality teaching remains the first and most important response. In 2026/27, additional Year 6 teaching capacity will be used to increase the precision and responsiveness of teaching for a cohort with significant prior gaps. The additional capacity is not an end in itself: its value will be judged by what pupils secure, retain and apply, and whether disadvantaged pupils make stronger progress from their starting points.

For a small number of pupils, adaptive teaching alone is not enough. The Curriculum Entitlement Pathway matches curriculum to pupils' current stage while maintaining ambition. Dedicated Pathways teaching will prioritise phonics or rapid catch-up, communication, Strong Start Writing and mathematics, with success measured through knowledge, independence and increasing meaningful access to the universal curriculum.

The strategy is tightly aligned with Brierley Hill's September-November 2026 School Improvement Priorities: Curriculum Entitlement Pathways; secure and retained essential knowledge through responsive teaching; accuracy, fluency and quality of recording; and inclusive talk, engagement and self-regulation.

Implementation follows the current EEF pupil premium approach: diagnose need, use reliable evidence, develop a coherent strategy, deliver and monitor implementation, then evaluate and sustain what works. Leaders will distinguish provision from impact and will change or stop approaches that do not improve pupils' educational outcomes.

CHALLENGES		Key challenges identified for disadvantaged pupils
No.	Challenge and evidence	
1	Foundational and prerequisite knowledge. Some disadvantaged pupils have gaps in the knowledge that unlocks later learning, particularly early reading, language, writing and mathematics. In 2025/26, disadvantaged Year 1 phonics was 79%, but only 72% had passed by the end of Year 2. Internal Year 2 reading averaged WTS for disadvantaged pupils compared with EXS for non-disadvantaged pupils.	
2	Consistency of learning and attainment. 2025/26 disadvantaged KS2 combined attainment was 37%, with reading 58% and mathematics 53%, despite stronger writing (74%), GPS (74%) and science (84%). Internal evidence also shows variation between cohorts and subjects. The issue is not uniformly low attainment; it is inconsistent security and retention of essential knowledge.	
3	Accuracy, fluency, depth and independence. Current assessment and work evidence indicate that some disadvantaged pupils can participate in learning without yet applying knowledge accurately, fluently or independently enough. This is particularly important in reading, writing and mathematics and links directly to the school's current improvement priority on quality of recording.	
4	Attendance and lost curriculum time. In 2025/26 disadvantaged attendance was 94.3% compared with 96.8% for non-disadvantaged pupils. Persistent absence affected 19.8% of disadvantaged pupils compared with 9.2% of non-disadvantaged pupils, with a further 24.0% of disadvantaged pupils at risk of PA.	
5	Additional barriers to participation, belonging and success. For some disadvantaged pupils, educational disadvantage intersects with SEND, speech/language and communication needs, self-regulation, wellbeing, family circumstances or reduced access to wider opportunities. These barriers vary by pupil and require precise rather than generic responses.	

INTENDED OUTCOMES BY JULY 2027

Intended outcome	Success criteria
Disadvantaged pupils secure the foundational and prerequisite knowledge needed for subsequent learning.	Assessment and curriculum evidence show identified gaps being secured. Early reading and mathematics remain strong or improve. Pupils receiving Pathways or catch-up provision meet identified half-term endpoints and increasingly access subsequent learning.
Disadvantaged pupils make stronger and more consistent progress across reading, writing and mathematics.	Current Year 6 disadvantaged pupils make strong progress from their 2025/26 starting points. Internal assessment shows fewer pupils with insecure learning across multiple core subjects. Statutory outcomes improve, but leaders also test curriculum security rather than relying on headline data alone.
Disadvantaged pupils work with increasing accuracy, fluency and independence.	Work, pupil discussion and assessment show stronger retention and application. Pupils make fewer repeated errors, produce more accurate independent work and require less unnecessary adult prompting or permanent scaffolding.
Attendance improves and persistent absence reduces.	Disadvantaged attendance improves from 94.3%; the gap with non-disadvantaged pupils narrows; disadvantaged PA reduces materially from 19.8%; case-level evidence shows improved attendance following targeted action.
Disadvantaged pupils participate successfully and belong fully to school life.	Pupil voice, participation information and case sampling show strong engagement, self-regulation, access to enrichment and successful participation in the universal curriculum wherever meaningful.

TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)**Budgeted cost: £105,000**

Activity	Evidence that supports this approach	Challenge(s)
Additional Year 6 teaching capacity. Deploy an additional teacher to enable more responsive grouping, immediate feedback, precise teaching of prerequisite knowledge and increased opportunities for high-quality guided and independent practice. Disadvantaged pupils with the greatest identified gaps are prioritised within the model. Provisional PP budget attribution within the teaching envelope: £70,000. This is a contribution to additional Year 6 capacity and associated teaching support; final salary apportionment should reflect the actual proportion of provision benefiting disadvantaged pupils.	High-quality teaching is the priority within DfE and EEF pupil premium guidance. Additional staffing is justified only where it changes the quality and precision of teaching. The 2025/26 disadvantaged KS2 outcome and current cohort evidence provide the diagnosis. Impact will be judged through learning and progress, not reduced group size itself.	1, 2, 3
Responsive teaching and assessment across the school. Strengthen checks for understanding, retrieval, explicit modelling, guided practice and adaptation from pupils' responses.	EEF guidance places diagnosis and high-quality teaching at the centre of effective pupil premium strategy. This is directly aligned with BH SIP Priority 2: secure and retain essential knowledge through consistently responsive teaching.	1, 2, 3
Accuracy, fluency and quality of recording. Teach and reinforce agreed routines for handwriting, transcription, mathematical recording, sentence construction and independent checking.	This responds to current school evidence and BH SIP Priority 3. The causal aim is improved cognitive fluency and more accurate independent application, not presentation for its own sake.	2, 3
Inclusive talk, vocabulary and engagement. Use structured talk, wait time, vocabulary and sentence structures so pupils articulate thinking and teachers can diagnose misconceptions.	Oral language approaches are supported within the EEF evidence base. The activity aligns with BH SIP Priority 4 and supports access for pupils whose language or confidence constrains participation.	1, 2, 5
Sustained CPD, coaching and leadership follow-up. Use modelling, coaching and QA to address identified inconsistency in teaching, including effective scaffolding and gradual release to independence.	EEF implementation guidance emphasises sustained professional development, monitoring and adaptation. CPD will be selected from evidence of pupil need and classroom practice, not delivered as isolated training.	1, 2, 3, 5

TARGETED ACADEMIC SUPPORT

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge(s)
Dedicated Curriculum Entitlement Pathway teaching. Provide additional teaching capacity for pupils whose prerequisite gaps are too significant to be addressed through adaptive classroom teaching alone. Daily provision includes phonics/Rapid Catch-Up, CUSP Access Communication, Strong Start Writing and mathematics, with aligned curriculum teaching and planned return to year-group classes. Provisional PP budget attribution within targeted academic support: £30,000. This is a contribution to dedicated Pathways capacity for disadvantaged pupils with assessed need, not the full cost of the provision.	This is a curriculum response to assessed need, not a generic disadvantaged intervention. The model prioritises secure foundations, ambition, independence and belonging. It directly implements BH SIP Priority 1. Any pupil premium contribution will be proportionate to the disadvantaged pupils benefiting from the provision.	1, 3, 5
Systematic phonics and Rapid Catch-Up for identified pupils.	Systematic phonics is a well-evidenced approach to early reading. The 2025/26 end-of-Year-2 disadvantaged pass rate of 72% indicates a continuing catch-up need for a defined group.	1
Short-cycle reading, writing and mathematics support linked to classroom teaching.	DfE menu approaches include targeted small-group and one-to-one academic support. Every intervention will have a baseline, intended learning, review point and decision to exit, adapt or intensify.	1, 2, 3
Precision support for current Year 6 disadvantaged pupils, supplementing the additional teaching model where assessment identifies specific gaps.	The incoming cohort requires rapid, accurate diagnosis. Support will focus on the knowledge pupils need next and will not replace broad curriculum entitlement or become SATs-only provision.	1, 2, 3
Speech, language and communication support where assessed need indicates.	Oral language approaches are supported by EEF evidence and can improve access to teaching when matched to identified language need and connected to classroom practice.	1, 5

WIDER STRATEGIES

Budgeted cost: £16,200

Activity	Evidence that supports this approach	Challenge(s)
Attendance: early identification, case-level diagnosis and family work. Review disadvantaged PA and at-risk pupils routinely, identify causes and apply proportionate support/escalation.	Attendance is a current evidenced barrier, not a generic PP assumption. DfE pupil premium guidance signposts attendance approaches within the menu of wider strategies. The baseline is 94.3% attendance and 19.8% PA for disadvantaged pupils.	4
Belonging, self-regulation and consistent routines. Embed 'Our Always', ready-to-learn routines, co-regulation and explicit teaching of self-regulation, with additional support where need is identified.	This aligns with BH SIP Priority 4. The intended outcome is improved participation, learning time and independence, not simply fewer behaviour incidents.	4, 5
Equitable access to enrichment, trips, clubs and residential experiences.	The DfE wider-strategy menu includes enrichment and wider life experiences. Support will remove actual financial/practical barriers rather than automatically subsidising all disadvantaged pupils.	5
Family engagement linked to identified barriers.	DfE menu approaches include communicating with and supporting parents. Work will be linked to a defined barrier such as attendance, learning routines or access and evaluated through change for the pupil.	4, 5
Pupil agency, leadership and wider participation.	Participation and leadership opportunities support belonging, confidence and independence. Representation will be monitored so disadvantage does not restrict access.	5

Total budgeted cost: £161,200 (£105,000 teaching; £40,000 targeted academic support; £16,200 wider strategies).

SO WHAT?		How Year 3 will be evaluated	
Year 3 will be managed as an implementation and impact cycle, not a list of funded activities. Leaders will ask what has changed for pupils, how they know, whether improvement is consistent and what should happen next.			
When	Focus	Evidence	Decision
Half-termly	Implementation fidelity and reach: are the right pupils receiving the intended teaching/support and is it being delivered well?	Classroom evidence; work; pupil discussion; Pathways endpoints; intervention records; attendance cases	Sustain, coach, adapt or stop
Termly	Pupil impact: what do pupils now know, remember and do better? Are accuracy, fluency, independence, attendance and participation improving?	Assessment; work; pupil voice; attendance; case sampling; participation	Continue, intensify, change or cease
Termly	Resource impact: is additional Year 6 and Pathways capacity producing a difference commensurate with the investment?	Pupil-level progress; quality of teaching; independence; Pathways reviews; cost review	Retain or redeploy resource
July 2027	Final three-year-cycle evaluation	Statutory/internal outcomes; attendance; implementation evidence; case studies; wider participation	Identify what should be sustained and what the new 2027-30 strategy must address

HIGH-LEVERAGE YEAR 3 CHECKS

Year 6: disadvantaged pupils make demonstrably stronger progress from September starting points; additional capacity changes teaching quality and responsiveness, not simply group size.

Pathways: pupils secure identified half-term endpoints, complete more work accurately and independently, and access increasing amounts of the universal curriculum where meaningful.

Core teaching: fewer repeated misconceptions; stronger retrieval and retention; improved accuracy and quality of independent recording.

Talk and engagement: pupils who find learning hardest participate routinely and their responses inform teaching.

Attendance: disadvantaged PA and at-risk cases show improving trajectories and leaders can explain which actions made the difference.

PART B		Outcomes for disadvantaged pupils
Area	2025/26 disadvantaged evidence	Evaluation / Year 3 implication
KS2 combined	37% RWM combined at expected standard; 0% combined higher standard.	The central weakness. Strong outcomes in some individual subjects did not translate into secure combined attainment. Year 3 must improve consistency across reading, writing and mathematics.
Reading	58% expected; 11% higher; average scaled score 100.7.	Reading remains too insecure for a significant proportion and is a key contributor to combined attainment.
Writing	74% expected; 11% greater depth.	A relative strength in 2025/26. Year 3 should protect this while improving accuracy and independent application across cohorts.
Mathematics	53% expected; 11% higher; average scaled score 100.4.	A priority for responsive teaching, prerequisite knowledge and fluency.
GPS / Science	GPS 74% expected and 37% higher; Science 84% expected.	Clear strengths that show disadvantaged pupils can succeed when curriculum knowledge is secure.
Phonics	79% passed in Year 1; 72% by end of Year 2.	Year 1 outcome is encouraging, but the end-Y2 figure indicates that some pupils continue to require systematic catch-up.
MTC	56% scored 25/25; average 23.2.	A strong fluency outcome and evidence that precise curriculum focus can produce high performance.
EYFS	70% at expected across all ELGs; average 14.1 ELGs at expected. The filtered report does not provide a disadvantaged GLD figure.	A positive foundation for many pupils. Continue to diagnose individual gaps rather than assume weak starting points for all disadvantaged children.
Internal Years 1-5	Y2 disadvantaged reading averaged WTS vs EXS non-disadvantaged; Y3 reading/maths both EXS for both groups; Y4 reading EXS disadvantaged vs HS non-disadvantaged; Y5 reading WTS for both; disadvantaged writing was Below+ in Y2, Y3 and Y5.	The picture is variable rather than uniformly weak. Year 3 should target the specific cohorts/subjects where security is weakest and avoid generic interventions.
Attendance	94.3% attendance vs 96.8% non-disadvantaged; 19.8% PA vs 9.2%; 24.0% at risk of PA.	A material barrier to curriculum access. Attendance must remain an explicit wider-strategy priority.

EVALUATION OF YEAR 2 IMPLEMENTATION

Curriculum and teaching systems strengthened, but the 2025/26 KS2 disadvantaged outcome shows that implementation had not yet translated into sufficiently consistent attainment across core subjects.

Fluency is a genuine strength in multiplication and parts of early reading, supporting continued emphasis on deliberate practice and secure foundations.

Broad statements that disadvantaged pupils were consistently in line with peers are no longer supported by the full 2025/26 evidence and should not be carried forward.

Year 3 therefore narrows the strategy to the highest-leverage issues: prerequisite knowledge, responsive teaching, Year 6 capacity, Pathways, accuracy/independence and attendance.

EXTERNALLY PROVIDED PROGRAMMES

Programme	Provider
CUSP curriculum and associated professional development/resources	Unity Schools Partnership / CUSP
Little Wandle Letters and Sounds Revised / Rapid Catch-Up, where funded through PP	Little Wandle / Wandle Learning Trust - confirm cost attribution
Any other externally commissioned programme funded directly through PP	TO CONFIRM in final costed plan

SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)

Confirm whether Brierley Hill receives Service Pupil Premium. If none is received, record 'Not applicable' before publication. If received, complete the DfE optional section describing use and impact.

EVIDENCE AND GUIDANCE INFORMING YEAR 3

DfE Using pupil premium: guidance for school leaders, updated 24 August 2026.

DfE pupil premium conditions of grant for 2026 to 2027 and the current menu of approaches.

EEF Guide to the Pupil Premium, published September 2026: diagnose; use reliable evidence; develop; deliver and monitor; evaluate and sustain.

EEF Teaching and Learning Toolkit and implementation guidance, used to test the plausibility and delivery of selected approaches.

Ofsted state-funded school inspection toolkit and operating information for use from 7 September 2026. These are used as an evaluative lens around inclusion, achievement, belonging and impact, not as a reason to create additional inspection paperwork.

Brierley Hill statutory disadvantaged outcomes 2025/26; internal disadvantaged attainment Years 1-5; disadvantaged attendance 2025/26; September 2026 demographics; current SIP; Curriculum Entitlement Pathway model and BH operating plan.

PUBLICATION SIGN-OFF

Field	To complete
Final 2026/27 PP allocation	£161,200
Current PP-eligible proportion	
Carry-forward	
Year 6 staffing cost / PP-attributed proportion	
Pathways staffing cost / PP-attributed proportion	
Other teaching / targeted / wider costs	
Governor / Trustee lead	
Publication date	