

## **Brierley Hill Primary School – Pupil Premium Strategy (2024–2027)**

### **Year 2 Update: 2025–26 Academic Year**

This update reflects Year 2 of Brierley Hill Primary School’s three-year Pupil Premium strategy. It outlines the current funding allocation, evaluates impact to date and sets out refined implementation priorities for 2025–26. The strategy is grounded in EEF evidence and aligned with the expectations of the 2025 Ofsted inspection framework.

#### **1. Overview**

- Academic Year: 2025–26
- Eligible Pupils: 99 FSM Ever 6 (52%)
- Pupil Premium Allocation: £146,520
- Recovery Premium: Not received
- Total Strategic Budget: £146,520
- Strategy Lead: Tom Amphlett, Executive Deputy Headteacher
- Review Due: July 2026
- Strategy Cycle: Year 2 of 3 (2024–2027)

#### **2. Impact from 2024–25 (Year 1)**

- RWM Combined: 59% (up from 37%)
- Reading: 69% (up from 53%)
- Writing: 76% (up from 70%)
- Maths: 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%)

These outcomes demonstrate accelerated and sustained improvement across all phases. The most significant gains are evident in reading, mathematics and early years, where foundational knowledge and fluency have strengthened rapidly.

Disadvantaged pupils now achieve more consistently in line with their peers in reading and mathematics, with the attainment gap narrowing significantly from the previous academic year. Internal analysis shows that disadvantaged pupils made stronger progress than non-disadvantaged pupils in these areas, reflecting the positive impact of improved teaching, targeted intervention and curriculum consistency.

This improvement is directly linked to:

- Consistent implementation of CUSP curriculum routines

- Daily focus on fluency, vocabulary and oracy
- Targeted, short-cycle interventions aligned closely with classroom teaching
- Strengthened subject leadership and quality assurance processes

### **3. Strategic Implementation for 2025–26**

#### **High-Quality Teaching**

High-quality teaching remains the primary driver of improvement. Implementation is increasingly consistent across the school.

- Walkthrus-informed live coaching embedded across core subjects to improve instructional precision
- Curriculum fidelity secured through regular QA cycles, subject leader monitoring and leadership walkthroughs
- Application submitted to join the Reading Fluency Project to strengthen KS2 decoding, prosody and comprehension
- Application submitted for First Class @ Number to further develop maths fluency in KS1 and LKS2
- Introduction of CUSP Agile Units to address identified gaps in reading, writing and science
- All approaches aligned with the EEF tiered model and underpinned by evidence from literacy and mathematics guidance

#### **Targeted Academic Support**

Targeted support is sharply focused and closely aligned with classroom teaching.

- Structured fluency interventions delivered through short, focused teaching cycles
- SEND and disadvantaged pupils prioritised through adaptive scaffolding and tracked through the SLT Leadership Radar
- Greater depth mentoring established in UKS2, with weekly conferencing for high-potential disadvantaged pupils
- Termly evaluation of intervention impact using baseline and review assessment
- Continued focus on early intervention, particularly phonics, speech and language and oracy development

#### **Wider Strategies**

Wider strategies address barriers to learning and strengthen pupils' engagement and readiness to learn.

- Appointment of a second full-time sports coach to enhance physical development, particularly in EYFS, and to support wider enrichment and wellbeing
- Expanded enrichment offer including subsidised residentials, trips and clubs to increase access for disadvantaged pupils

- Strengthened personal development provision, including oracy, daily physical activity and targeted SEMH support
- Attendance strategy prioritises relational approaches, early identification and rapid response

### **Leadership and Monitoring**

Leadership systems are now more precise and responsive, enabling effective evaluation of impact.

- Disadvantaged pupil progress tracked weekly through SLT Leadership Radar
- Pupil Premium outcomes embedded within performance management and governor oversight
- Quality assurance triangulates lesson visits, pupil books and pupil voice to evaluate implementation and impact
- EEF implementation guidance informs planning, delivery and review of all strategies
- Termly pupil voice captures experience, engagement and inclusion for disadvantaged pupils

### **4. Strategic Priorities for 2025–26**

- Sustain and secure improved outcomes across reading, writing and mathematics, alongside EYFS and phonics
- Further close attainment gaps at greater depth, particularly in reading and mathematics
- Embed fluency as a consistent driver of learning across the curriculum
- Strengthen transition points, particularly EYFS to KS1 and KS2 to KS3, for disadvantaged pupils
- Further develop subject leadership to secure consistent curriculum implementation
- Ensure all strategies are embedded within high-quality teaching to sustain impact beyond the funding cycle

Brierley Hill Primary School has applied to become a CUSP Lead School, with assessment scheduled for November 2025. CUSP Early Foundations is now fully implemented in EYFS, with early best practice development already underway.

This update should be read alongside the original 2024–2027 Pupil Premium Strategy published in Autumn 2024.

**Tom Amphlett**

September 2025