

Pupil premium strategy statement – Brentnall Academy 2023/26

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.

Brentnall Academy is a one form entry primary in Salford. We are situated less than 3 miles from Manchester City Centre.

50% of our children have English as an additional language. For many of our children this is their first experience of a British school.

The number of children eligible for PP has seen a steady increase since 2018 with a peak in 2022.

66% of our children are classified as Urban adversity according to ACORN with 18% of children classified as Financially stretched.

Brentnall Academy is above all, a school family where everyone is welcome. We are uncompromising in our commitment to inclusive education and ensuring the needs of all our children are met.

Our expectations are sky high; we aim to bring out the best in everyone, children and staff alike so that all are able to achieve, become the best versions of themselves and leave our school ready and excited to begin the next steps in their learning journeys.

Children at Brentnall Academy will experience a knowledge rich, high quality curriculum. They will be given opportunities to learn about their locality and the wider world and take part in educational visits both locally and wider afield. They will participate in sporting, musical and creative experiences and hear from inspirational speakers to build their cultural capital and really bring their learning to life. There is no ceiling on what children can do and achieve at our school.

School overview £143.926 184-95 = 52%

Detail	Data
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr P. Graham Executive Principal
Pupil Premium Lead	Mrs Woolley (Head of School)
Governor / Trustee lead	Mr Simon Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143.926
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£0
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>	£143.926

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	The number of children arriving at Brentnall Academy with lower-than-average development in speaking and listening therefore impacting Early reading, phonics and writing
2	Attendance of Pupil Premium children
3	The number of children achieving ARE in writing
4	The number of children achieving greater depth in reading and writing at KS2
5	The number of children achieving combined (RWM) at the End of KS2 (Project 80+)

PP Achievement Table

Year Group	Year 1	Year 2

Year Group	Reading PP	Reading NPP	Writing PP	Writing NPP	Maths PP	Maths NPP	RWM PP	RWMNPP	Attendance
R									
Y1									
Y2	60%	67%	40%	61%	80%	72%			
Y3	71%	83%	64%	58%	71%	67%			
Y4	50%	63%	43%	63%	71%	63%			
Y5	67%	62%	40%	46%	60%	77%			
Y6	56%	100%	39%	93%	56%	100%			
School Average	60.8%	75% (-15.8%)	45.2%	64.2% (-19%)	67.6%	75.8% (-8.2%)			

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
1. Increase the proportion of pupil premium children in Year 1 and Year 2 passing the phonics screening test.	All targeted pupil premium children in Year 1 and Year 2 pass the phonics screening assessment in Summer 2025
2. Increase the attendance of pupil premium children	To increase the attendance of pupil premium children to match non-pupil premium children. To reduce the number of Pupil Premium children who are persistently absent so that it is more in line with national at 20%.
3. To increase the proportion of pupil premium children achieving ARE in writing	All targeted pupil premium children achieve ARE in Writing by the end of the year.
4. To increase the proportion of pupil premium children achieving greater than ARE in Reading and writing at KS2	All targeted pupil premium children in Years 3 – 6 achieve greater than ARE in reading and Writing by the end of the year.
5. To increase the proportion of pupil premium children achieving ARE in Reading, Writing and Maths across Key stage 2	All targeted pupil premium children in Years 3 – 6 achieve ARE in Reading, Writing and Maths across Key stage 2

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: £ 35,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue subscribing to RWI synthetic phonics for reading and train all TA's and teachers to deliver this, including any additional training throughout the year.</p> <p>Deployment of highly trained staff to deliver phonics lessons to appropriately grouped children.</p> <p>Enhanced training for RWInc tutors and delivery of RWinc to SEND pupils</p>	<p>This highly-structured synthetic phonic programme enables children to rapidly decode and read English.</p> <p>It also takes a highly structured approach to teaching children how to spell with automaticity which helps with the writing process.</p>	Challenge 1
Deployment of Phonics lead to team teach in phonics lessons.	Research shows that supporting continuous and sustained CPD using a balanced approach will support teacher's motivation, technique and embed practice.	Challenge 1
<p>Deployment of English lead with additional support from English specialist to develop writing in English and across the curriculum.</p> <p>Additional resources including AI tools</p>	Student's must be instructed on how they are to write and what their final product should resemble. The focus for teaching writing tends to shift from time to time. It has gone from focusing on the necessary skills and the writing produced to the writing process to more recently, a balance of product and process (Bromley, 1999). As a result of the continuous shift in the focus for writing instruction, Bromley (1999) suggests that the answer is "borrowing the best from both product and process approaches to develop writers who are fluent, competent, and independent	Challenges 1, 3, 4 and 5

<p>Instructional coaching – SLT member to coach and train coaches.</p> <p>Middle leaders to be deployed to coach teachers.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF 2024</p>	<p>Challenge 1, 3, 4 and 5</p>
<p>The appointment of an Attendance lead.</p> <p>Purchase of data analysis tool including FFT</p> <p>Appointment of daily attendance liaison officer EWO</p> <p>Purchase of Arbor attendance app for all staff and parents</p> <p>Access to Breakfast club, afterschool clubs and pastoral activities to engage non-attenders</p> <p>Training for Attendance lead.</p>	<p>Research conducted by Ainscow and colleagues (2016) examined the relationship between attendance and academic achievement among primary and secondary school students in the UK. Their study revealed a clear positive correlation between attendance rates and academic performance. Students with higher attendance rates consistently exhibited better grades and achieved greater levels of attainment. This suggests that consistent attendance is a key factor in facilitating learning and maximising educational outcomes.</p>	<p>Challenges 1, 2, 3, 4 and 5</p>

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

Budgeted cost: £58,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide focused 1:1 and small group teaching in Reading, Writing and Maths	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. (EEF)	Challenge 1, 3, 4 and 5
<p>Use data to identify target children for interventions by class teacher and school leaders.</p> <p>TA's deployed to deliver appropriate Reading, Writing and Maths Interventions under the guidance of teachers.</p>	<p>Research shows that targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>The interventions link directly to teacher assessments and pupil progress meetings.</p>	Challenges 1,3,4 and 5
Introduction and roll out of Early Words together Programme	<ul style="list-style-type: none"> Research shows that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. The gap between poor children and their peers has grown further since the pandemic. Schools are doing their best to close it but they cannot do it alone. 	Challenges 5

	<ul style="list-style-type: none"> The Early Words Together programme allows parents and children to share a book and develop early reading skills together. 	
<p>subscribing to Wellcomm Programme for EYFS children and staff</p> <p>Train staff and deploy ELklan trained staff to all children below ARE in Speaking and listening in Y1 to Y6</p> <p>Subscribe to an enhanced programme of Speaking and listening programme to children with ASD who attend school enhanced resource provision</p>	<ul style="list-style-type: none"> It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Speaking and listening is below national on entry to school with some children being 2 years behind ARE. Welcomm assessments and programmes allow children to make rapid progress via whole group work, small group intervention and 1 to 1 tutoring. 80+% of Reception children reach ARE in speaking and listening on entry to Year 1 Children who received Talking Matters support progressed by an average of seven months in their language development. Children without it progressed by just two months. <ul style="list-style-type: none"> Differences could be seen in children's ability to understand, and in their ability to use and combine words. Practitioners reported marked increases in their self-confidence and in the variety of actions they took to help children develop. 	Challenge 4
Deployment of SLT to support targeted children	Research shows that Catch-Up is effective in supporting pupils to fill gaps, provide pre-learning, post-learning and focused 1:1 feedback and support.	Challenges 1, 3, 4, 5
Delivery of bespoke SEN/EHCP interventions following advice from wider professionals	<p>Research has shown the highly-structured, small-step interventions accelerate children's learning and fill the gaps enabling them to better succeed in the classroom.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	Challenge 1, 3, 4 and 5

Subscription to Learning by Questions intervention	Research shows that intensive focussed interventions enable learners to make accelerated progress. Learning by Questions identifies key areas of need and delivers questions to practice these areas. The programme supports and prompts children to aide their learning and provides teachers feedback to provide further input and intervention.	Challenge 1, 2 3 and 5
Delivery of bespoke EAL interventions for NTC children	Research has shown the highly- structured, small-step interventions accelerate children's learning and fill the gaps enabling them to better succeed in the classroom.	Challenge 4
Delivery of bespoke Speech and Language interventions following advice from speak and language expert.	Research has shown the highly- structured, small-step interventions accelerate children's learning and fill the gaps enabling them to better succeed in the classroom.	Challenge 4

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

Budgeted cost: £50,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Pastoral Support time to ensure enhanced attendance and well-being for disadvantaged children (For example: meet and greet on gate, family meetings ,text messages home attendance meetings and monitoring.)	Research shows that when there is dedicated time given by a person with a consistent approach working with a disadvantaged child and their families/carers the building of a strong relationship means that attendance and well-being is boosted.	Challenge 2
Access to extracurricular activities	Extracurricular activities are an important part of education in its own right. Benefits are gained from exposing children to new experiences which an increase interest and engagement in subject matter to cultural enrichment that pupils might not get a home.	Challenge 1-5

	Pupils who take part in learning outside the classroom improves their standard of work and increases confidence and self-esteem. - OFSTED	
Funded Breakfast club	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	Challenge 1-5
Communicating and Supporting parents , both formal and informal, for parents' mental health and well-being.	Research shows that if parents have good mental health then they have more capacity to support their child's learning through providing a safe, consistent and supportive home environment.	Challenge 1-5
Attendance activities to promote improved attendance of pupil premium children.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). (EEF)	Challenge 2

Total budgeted cost: £

Contingency

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium (PP) attendance has shown an increase since becoming an academy in October 2023. We have also had a reduction of pupils identified as persistently absent. We believe that attendance is the responsibility of everyone in the school and staff and parents have worked hard to develop a sense of belonging and family.

The school have worked closely with the local authority and the school trust to support parents and families to overcome barriers to attendance. Staff have also undergone training to support children with anxieties related to school.

In phonics Year 1 in 2024 82% of children were at ARE. The school uses RWinc synthetic phonics. All staff are trained to deliver the phonics programme, with additional training in place for 1 to 1 tutoring and SEND.

In 2023-2024 the school employed an enhanced speech and language therapist for all Reception children and children within our enhanced ASD resource provision. We saw an increase in communication skills increasing in our enhanced resource provision, with children being confident and able to use a range of communication aids to enhance their personal communication. Staff have also received additional training on Elklan.

The attainment of Pupil Premium children in reading, writing, and mathematics continues to improve across Key Stage 2. Incremental gains are being achieved each academic year within the consistent cohort of PP children, highlighting the sustained efforts of staff to close attainment gaps. Regular Pupil Progress meetings

involving middle and senior leaders play a critical role in identifying PP children who require additional support, enabling tailored interventions to provide the necessary boost for their progress

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
RWI RWI Handwriting	Ruth Miskin
Enhanced Speech and Language	
Wellcomm	
Early Words Together	
Letter-join	Letter-join
Timetables Rock Stars	
LBQ Year 6	

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

