

Pupil premium strategy statement

Brinscall St John's CE/Methodist Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/20256 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Joanna Owen
Pupil premium lead	<i>Joanna Owen</i>
Governor / Trustee lead	<i>Chris Harrington</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,120

Part A: Pupil premium strategy plan

Statement of intent

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each flourish, and shine His light out into the world around us by the way that we live.

At Brinscall St John's we aim to ensure the best outcomes for all of our pupils, regardless of their family background or individual circumstances. In line with our Mission and Vision Statement above, we appreciate that the Pupil Premium funding is in school to enable us to provide disadvantaged children with additional support as needed. It is our aim to ensure that disadvantaged children are given the same opportunities as their non-disadvantaged peers, given their individual starting points.

We will continue to ensure that quality first teaching is at the heart of our daily provision, and that all of our pupils are accessing high quality learning opportunities daily. We also recognise that some of our pupils are vulnerable, and may not have the same level of support at home.

We do our best to identify these children and provide them with the additional nurture and support to help them.

Our approach is to respond to challenges, and individual needs, identified within both our assessments within school, and also our excellent family relationships, in order to endeavour to ensure that all children know that they are encouraged to flourish, and that we have a good understanding of their family backgrounds and potential barriers to learning.

School Context

Brinscall St John's is situated in the rural village of Brinscall (which is located 5 miles from Chorley and 7 miles from Blackburn) in the county of Lancashire and Diocese of Blackburn. Our school is averaged sized with an admission number of 30.

The vast majority of children are of White British heritage and the proportion of pupils identified as disadvantaged, and therefore supported by the pupil premium, is below the national

average. In addition to the 5.5% of pupils who are eligible for Pupil Premium, 17% of pupils

- are identified as SEND, which includes 1.7% who have an Educational Health and Care Plan.

Key Principles

- To ensure that our approach is effective, we:
- Ensure that teaching and learning opportunities meet the needs of all the pupils.

- Ensure disadvantaged pupils are challenged in the work that they are provided with, given their individual starting points.
- Recognise that in making provision for socially disadvantaged pupils, not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are social disadvantaged are registered nor do they qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving pupil premium will be in receipt of interventions at one time.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our school, including ensuring that there is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- For disadvantaged pupils in school to achieve, and in some cases exceed, nationally expected progress rates in order to achieve national expectations at the end of Key Stage 2.
- To ensure that all disadvantaged pupils have access to the enriched curriculum provided by school.
- To ensure disadvantaged pupils are challenged in the work that they are set.

Challenges

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

Challenge number	Detail of challenge
1	There is a small, group of pupils in receipt of PP who are not making expected progress despite interventions, particularly in writing and spelling.
2	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Some Pupil Premium pupils have limited access to enrichment activities. This impacts on both their life experiences and cultural capital.

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
Children in receipt of Pupil Premium have improved spelling outcomes and are applying their phonic knowledge and knowledge of spelling patterns to their learning.	Assessments and observations show improvements in spelling results across school for pupils in receipt of Pupil Premium. By the end of KS2, spelling outcomes are at least in line with NA results.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025/26 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6327**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a structured writing programme that focuses on explicit teaching of writing skills, including grammar, punctuation, and composition techniques. Train teachers on the writing programme, incorporate regular writing assessments, and provide resources that support writing across the curriculum. Including LANCS TALK programme training	The EEF's Teaching and Learning Toolkit indicates that effective writing instruction can lead to significant improvements in writing attainment, particularly when using modelling and feedback. EEF toolkit – KS2 Improving Literacy in KS2	1,3
Provide small group work focused on writing skills, utilising trained teaching assistants. Identify pupils needing additional support, schedule regular sessions, and ensure staff are trained in effective writing techniques	The EEF reports that small group tuition can lead to an average of 4 months' additional progress for pupils, particularly when tailored to specific needs.	1,3

Ensure a systematic synthetic phonics programme is being taught across the school - Train all staff in the chosen phonics programme, ensure consistent delivery across all classes, and provide resources for phonics instruction.	The EEF states that systematic phonics approaches can lead to significant improvements in early reading and spelling outcomes (EEF, 2021).	1,3
Integrate spelling pattern instruction into the curriculum through explicit teaching. Develop a curriculum map that includes spelling pattern lessons, and train teachers on effective strategies for teaching these patterns.	Explicit instruction in spelling patterns has been shown to improve spelling outcomes (EEF, 2021).	1,3
Implement a whole-school approach to social and emotional learning (SEL) through high-quality teaching practices. Train all staff on SEL principles, integrate SEL into the curriculum, and provide ongoing support and resources.	Research from the EEF indicates that SEL interventions can have a positive impact on academic performance and emotional wellbeing, with an average impact of 4 months' additional progress.	2,4

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

Budgeted cost: **£5838**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide booster sessions for targeted Year 6 pupils for writing and spelling	EEF – Small group tuition (+4months)	1, 3
Provide small group work focused on spelling and phonics. Identify pupils needing support, recruit trained tutors, and schedule regular sessions to focus on spelling patterns and phonics application.	The EEF's Teaching and Learning Toolkit indicates that small group tuition can lead to an average of 4 months' additional progress (EEF, 2021).	3
Use peer tutoring/support to reinforce spelling patterns. Pair higher-attaining pupils with those needing support to practice spelling patterns together.	Peer tutoring can lead to significant gains in academic performance, particularly in literacy (EEF, 2021).	3
Provide targeted small group sessions focusing on emotional literacy and resilience building. Identify pupils in need, recruit trained staff or external professionals to lead sessions, and schedule regular sessions throughout the term.	The EEF's research shows that small group interventions can lead to an average of 4 months' additional progress, particularly for disadvantaged pupils.	4

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

Budgeted cost: **£1100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training and continuous CPD on adaptive teaching to support all learners.	Research from the EEF indicates that high-quality professional development can lead to improved teaching practices and student outcomes, particularly for disadvantaged pupils.	1,2,3
Provide resources for parents to support spelling at home. Create and distribute guides and resources for parents on supporting spelling and phonics at home.	Engaging parents in their children's learning can positively impact academic outcomes (EEF, 2021).	1
To enable all disadvantaged children to access visits/residential to enhance and enrich their learning experiences.	EEF –Outdoor adventure learning shows positive benefits on academic learning and self -confidence.	4
Lunchtime clubs – Offering a range of extra-curricular opportunities beyond the academic provision for all abilities and year groups	Life skills and enrichment EEF	4

Total budgeted cost: £13265

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025-26

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Externally provided programmes

Programme	Provider
Red rose phonics	LCC
No nonsense spelling	Raintree
TALK writing programme	LCC
Bereavement support	Rainbows charity