



Brays School
Pupil Premium Strategy Statement
2025 to 2026

Pupil premium strategy statement

This statement details our school's use of pupil premium 202 to 2025 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brays School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	40.21%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kari Anson
Pupil premium lead	Kari Anson
Governor / Trustee lead	Jane Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42, 420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£42, 420

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Every child at Brays, including those eligible for Pupil Premium (PP), will access a highly inclusive, trauma-aware and evidence-informed curriculum that enables improved engagement, communication, independence and progress from their individual starting points.
- Reduce the impact of medical absence and attendance barriers so children receive as much high-quality teaching and therapeutic input as possible (including learning delivered at home/hospital where needed).
- Improve behaviour regulation and emotional wellbeing through a proactive restorative, trauma-informed positive behaviour support approach so that pupils can access learning and social opportunities.
- Narrow gaps in communication, early literacy/writing-related skills and functional numeracy through targeted, SEND-appropriate interventions and high-quality teaching supported by trained TAs.
- Increase cultural capital and community participation for disadvantaged pupils by reducing access barriers to enriched arts, sport and community experiences.

How this strategy works towards those objectives

- Uses a tiered approach aligned to the DfE Menu of Approaches (High-Quality Teaching; Targeted Academic Support; Wider Strategies) to allocate Pupil Premium funding across whole-school improvements, targeted interventions and family/community support. (See Activities section for mapping.)
- Prioritises evidence-based universal improvements to daily teaching for pupils with complex needs (scaffolding, explicit instruction, systematic assessment of engagement), complemented by carefully targeted interventions (SALT-informed approaches, small-group literacy/writing, one-to-one tuition where indicated) and wider strategies (attendance partnerships, trauma-aware behaviour support, funded enrichment).
- Focuses on building staff capacity through sustained CPD, coaching and structured TA deployment so high-quality practice is consistent across classrooms.
- Sets measurable success criteria (engagement, communication outcomes, attendance, behaviour incidents, participation in enrichment) with regular review and budget transparency.

Key principles of the strategy

- Evidence-led and proportionate: use research summaries (EEF guidance reports and rapid evidence reviews) to select “best bets” that fit Brays’ context and capacity; pilot and monitor impact locally [EEF – Improving Behaviour in Schools](#) ; [EEF – Attendance interventions rapid evidence assessment](#).
- Trauma-aware, restorative and family-partnership focused: behaviour is approached through relationship-building, understanding functions of

behaviour, and repairing harm rather than punitive-only responses [EEF – Improving Behaviour in Schools](#); Public Health England whole-school wellbeing principles [PHE – Promoting children and young people’s emotional health and wellbeing](#).

- Precision in targeting: interventions are matched to assessed barriers (engagement scale profiles, SLEUTH communication assessments, EHCP priorities), with regular “assess–plan–do–review” cycles [EEF – Special Educational Needs in Mainstream Schools](#).
- Proportionate, transparent use of Pupil Premium: allocation is reviewed annually, with clear rationale mapped to DfE’s Menu of Approaches and published on the school website (per DfE expectations) [DfE – Pupil Premium guidance and accountability](#).

Challenges

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

Challenge number	Detail of challenge
1	Low overall attendance (78% 2024/25) and regular absence driven primarily by complex medical needs and associated hospital/health appointments — pupils miss teaching time and social/therapy input requiring school-wide professional learning so evidence-based approaches to reducing absence are implemented with fidelity.
2	Pupils use behaviour as communication or are driven by sensory needs; some show behaviours of concern that limit peer interaction and access to learning without tailored, trauma-informed support.
3	Limited access to cultural capital and enrichment (arts, theatre, community sports) for many disadvantaged families; transport, medical needs and family constraints reduce participation.

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
<p>Improved attendance for disadvantaged pupils so learning loss from absence is minimised</p>	<p>Whole-school attendance increases from 78% by the end of 2025/6 academic year.</p> <p>Bespoke case studies demonstrating the positive impact our supportive attendance strategy has had on pupil attendance within school.</p> <p>No permanent exclusions.</p> <p>Participation in Inclusive Attendance working towards the silver award.</p>
<p>Students will access a broad and balanced curriculum with enrichment opportunities to improve their access to cultural capital experiences.</p> <p>Through the Arts mark programme and the promotion of arts subjects through a thematic curriculum, learners will be inspired to participate in arts subjects and use these to improve their confidence in these areas of the curriculum, increasing overall confidence in their ability to learn.</p> <p>Greater participation in cultural capital activities for disadvantaged families</p>	<p>Arts Mark Award – Gold Status</p> <p>100% of students to access a thematic curriculum including weekly attendance in The Creative Space</p> <p>An increased number of children accessing external school trips including residential</p> <p>100% of children accessing BraysFest; a festival providing a wide range of cultural capital experiences</p>
<p>A culture of a Positive Behaviour Support ethos focused on the de-escalation strategies within Team Teach</p>	<p>100% of staff completing Team Teach Training</p> <p>Introduction of a tiered system for monitoring behaviours of concern with targeted support where necessary.</p> <p>Minimal restrictive physical interventions Pupils engaged more in learning time.</p>

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: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support and develop the succession planning for the Thematic Curriculum, by underpinning it with creative activities and practice led by the Creative Curriculum Consultant £28,000</p> <p>Funded cultural capital and community access programme for disadvantaged pupils: subsidised trips, in-school visiting artists, adapted performances (sensory-friendly), transport/medical escorts, and outreach family sessions to lower access barriers. Use social stories and pre-visits for pupils with sensory/medical needs. £1000</p>	<p>Ofsted Research (2019) places emphases on improving cultural capital, particularly for disadvantaged pupils, talking of social justice and equity.</p> <p>Sutton Trust –Parent Power 2018 – Link to research Cultural capital is associated with higher academic performance. Cultural capital measured by the type and number of books read, types of television programmes watched, and visits to art galleries and museums positively relates to attainment. Extracurricular classes can both help to build cultural capital and essential life skills</p> <p>EEF Arts Participation (+3months) Link to research</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>3 and 4</p>

	<p>EEF SEND guidance endorses enriching creative curriculum and community visits to broaden learning and social experiences, and EEF attendance evidence suggests extracurricular opportunities can support engagement and attendance for some pupils when carefully designed (EEF – Special Educational Needs in Mainstream Schools; EEF – Attendance interventions rapid evidence assessment)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Steve Brown, Behaviour of Concern Consultant to include a whole -school trauma-informed, restorative positive behaviour support (PBS) model £4,000</p>	<p>Whole school universal approaches to a positive behaviour support ethos and targeted interventions can impact positively upon student outcomes with learners by 4+ months EEF Evidence re: Behaviour Interventions Link to EEF Research</p> <p>Studies suggest that self-regulation strategies/programmes are low cost but can have high impact with students' outcomes improving by 5+ months EEF Evidence re: Self-Regulation Strategies Link to EEF Research - Self Regulation Strategies</p> <p>PHE whole-school wellbeing model supports trauma-aware approaches PHE – Promoting children and young people's emotional health and wellbeing</p>	3
<p>Clinical & multi-agency pathway: ensuring timely OT input via service-level agreements; embed OT recommendations into daily learning.</p> <p>Multi-disciplinary reviews for complex cases.</p> <p>£4,000</p>	<p>EEF SEND guidance strongly recommends school–specialist partnerships and specialist involvement where evidence-based classroom approaches and targeted interventions do not produce expected progress (EEF – Special Educational Needs in Mainstream Schools).</p>	3
<p>Contribution to the role of a Family Support Worker to support families £4,270</p>	<p>EEF rapid review on attendance highlights that tailored parental engagement, personalised communications and responsive attendance approaches show promise; use of small personalised messages and responsive casework is an evidence-informed theme (EEF</p>	1

	– Attendance interventions rapid evidence assessment).	
<p>Participation in Inclusive Attendance to an attendance-focused family partnership programme: with</p> <p>a) whole school professional learning</p> <p>b) personalised, empathic attendance communications</p> <p>c) early home–school triage meetings to identify barriers (medical/transport)</p> <p>d) the offer of targeted support (transport hospital-session plans</p> <p>e) maintenance of records with termly evaluation.</p> <p>£1150</p>	<p>EEF rapid review on attendance highlights that tailored parental engagement, personalised communications and responsive attendance approaches show promise; use of small personalised messages and responsive casework is an evidence-informed theme (EEF – Attendance interventions rapid evidence assessment).</p>	1

Total budgeted cost: £42, 420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Harry Dawes, the Creative Consultant provided immersive experiences and stimulating opportunities in the creative space resulting in Brays being shortlisted for Creative School of the Year in the Education Today Awards. This was a result of all students accessing weekly sessions in the Creative Space.

We were awarded Lead School status for Music in Birmingham City by Services for Education.

Children had the opportunity to watch pantomime at Birmingham Hippodrome theatre, M & M Theatre Productions within school and Bamboozle performances specifically for children with PMLD.

Steve Brown has provided high quality behaviour support training strategies for relevant pupils including supporting parents within the home

The outcomes for children achieving their IEP outcomes were as follows:

Pupil Premium	M	PM	NM
Cognition and Learning	35%	48%	15%
Communication and Interaction	23%	48%	28%
Social, Emotional and Mental Health	21%	50%	26%
Physical and Sensory	39%	42%	15%

Pupil Premium

- Most Met outcomes : P&S
- Least Met outcomes: SEMH

Non-Pupil Premium	M	PM	NM
Cognition and Learning	26%	47%	27%
Communication and Interaction	28%	46%	26%
Social, Emotional and Mental Health	31%	42%	26%
Physical and Sensory	36%	27%	36%

- Most Met outcomes : SEMH
- Least Met outcomes: C&L

