Pupil Premium Strategy Statement

Bradfield School 2026

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1010
Proportion (%) of pupil premium eligible pupils	17%
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	November 2026
Statement authorised by	Anna Hughes (Headteacher) Dale Barrowclough (Executive Headteacher)
Pupil premium lead	Karen Carter (Assistant Headteacher)
Governor / Trustee lead	Paul Jannaway (Governor) Tom Hope (Trust Director – Disadvantaged)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,125.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£188,125.00

Part A: Pupil premium strategy plan

Statement of intent

At Bradfield School, everyone working with young people shares a moral purpose: to remove the barriers and social injustice faced by those who are disadvantaged through no fault of their own. Our ethos is rooted in the belief that every child should be enabled to become their very best.

Bradfield School is committed to preparing pupils to thrive in a world that is technologically advanced, dynamic, and diverse; to embrace a world full of opportunity and adventure, while confidently navigating its challenges and risks. Our curriculum is broad, knowledge-rich, and designed to inspire curiosity and a lifelong love of learning. Through high-quality teaching, we nurture every pupil regardless of ability, background, or need to become independent, critical thinkers with strong moral foundations.

We help pupils recognise that perseverance and effort open the door to a life of purpose and fulfilment. While safeguarding the essence of childhood, we prepare them to approach the challenges of the future with confidence and resilience. Our ambition is for every pupil to treasure their school years as a period of growth, discovery and excitement.

There is huge variability in socioeconomic status within our community. The majority of our non-disadvantaged pupils live nearby and have stable, affluent families. Many of our disadvantaged pupils' lives outside of school are in stark contrast to those of their non-disadvantaged peers - they are aware of this. Many of our disadvantaged pupils travel to us from further afield in the city. Consequently, a sense of belonging is a barrier for disadvantaged pupils at Bradfield.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.
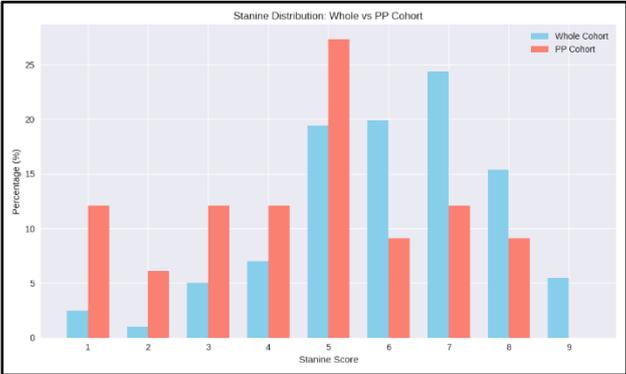
Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme; we will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.

Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes. We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes** In 2025, Bradfield School Y11 overall outcomes were above national average for all key performance indicators. However, there are gaps between PP and non-PP cohorts: <table><tr><td></td><td>Non PP</td><td>PP</td><td>Gap</td></tr><tr><td>A8</td><td>51.4</td><td>33.1</td><td>-18.3</td></tr><tr><td>English / Maths 4+</td><td>79.3</td><td>41.9</td><td>-37.4</td></tr><tr><td>English / Maths 5+</td><td>59.2</td><td>16.1</td><td>-43.1</td></tr></table> English and Maths outcomes are the gateway for social mobility – eliminating gaps by improving the performance of PP pupils is a priority Some pupils lack the knowledge and skills needed to understand how to meet their aspirations, while others have low aspirations, resilience, and self-esteem. By prioritising outcomes, the school aims to address these barriers, raise expectations, and ensure that Pupil Premium pupils make strong academic progress and achieve their full potential. EEF: Raising outcomes
2	**Equity of access to excellent teaching** The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. 1. High-quality teaching | EEF **PEDTech** Integrating iPads into learning empowers disadvantaged pupils with equal access to digital tools, enabling adaptive teaching and engagement with modern pedagogical practices. **Feedback** Delivering high-quality, actionable feedback helps disadvantaged pupils close learning gaps by clarifying misconceptions and guiding next steps for improvement.
3	**Literacy (reading, writing, oracy)** Removing literacy barriers is essential for enabling disadvantaged learners to access the curriculum. The table below shows a comparison of the % of the whole Y7 cohort (blue) and the % of the Y7 PP cohort (pink) at each stanine. EEF: Low literacy as a barrier to pupils' attainment

	Attendance
	INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils.

Year group NPP V PP	23/4	24/5	25/6
Y7	93.1 v 85.6	95.3 v 91.6	95.4 v 90.9
Y8	90.9 v 77.8	94.3 v 88.1	95.5 v 91.1
Y9	90.2 v 77.6	93 v 82.5	93.7 V 88.6
Y10	87.5 v 76.7	92.7 v 87.1	93.6 V 84.6
Y11	85.4 v 64.4	92.9 v 84.9	94.5 V 90.8

4	
	DFE report: The link between attendance and attainment
5	**Powerful Moments – cultural capital and enrichment opportunities**
	Supporting School Attendance - Reflection and Planning Tool - EEF
	A feeling of belonging is key to driving attendance. Engagement in cultural capital opportunities is key to pupils having equity of access to the national curriculum.
	Engagement in enrichment opportunities is key to developing pupils' metacognitive and self-regulation strategies, and sense of belonging.

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
Challenge 1: Outcomes Disadvantaged pupils' attainment gap reduces by at least **50%**, in line with INOVA School Excellence Strategy KPI 1.	**2026 performance data** Progress 8 and Attainment 8 scores for disadvantaged pupils are within **0.9 (P8)** and **<9.0 (A8)** of non-disadvantaged peers. Standard Pass Basics (English & Maths) improves by **10%** compared to 2024/25 baseline for the Pupil Premium cohort.
Challenge 2: Equity of access to excellent teaching **100%** of disadvantaged pupils have access to PedTech (iPads and digital learning tools).	Health checks and lesson observations show consistent use of adaptive teaching strategies.

Ensure a smooth transition to Pedtech for disadvantaged pupils. High quality actionable feedback for disadvantaged pupils	Student voice and case studies indicate positive engagement and improved confidence in digital learning. Feedback audits confirm that all disadvantaged pupils receive actionable feedback weekly.
Challenge 3: Literacy (reading, writing, oracy) **100%** of disadvantaged pupils participate in targeted literacy interventions (e.g., Thinking Reading).	NGRT (New Group Reading Test) scores for disadvantaged pupils improve by at least **6 standardised points** from baseline. Internal data shows closing of reading age gap by 50% compared to non-disadvantaged peers.
Challenge 4: Attendance Disadvantaged pupils' attendance improves to **93%** or above (from current 89%). Reduce proportion of PP pupils with <90% attendance from 35% to below **15%.**	**2025/26 attendance data** Weekly attendance tracking shows consistent upward trend across all year groups. Weekly attendance tracking shows decrease in persistence absence for PP cohort.
Challenge 5: Powerful Moments **100%** of PP pupils to participate in cultural capital / extra-curricular / enrichment activities	**100%** of PP pupils participate in at least one cultural capital or enrichment activity per term. Student voice surveys show 90%+ positive feedback on sense of belonging and enrichment experiences.

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: £86.125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment: Whole school and departmental CPD activities Impact monitored through LEE (Learner Experience Enquiry), Health Check and StepLab focus	Diagnostic_Assessment_Tool.pdf	1, 2
Leadership capacity allocated to driving equity of access to excellent teaching: Deputy Headteacher	Effective Professional Development | EEF	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher INOVA Chief Learning Officer		
Transition to PedTech – Purchase of iPads for all teachers and pupils CPD for Digital Leader representative Trust CPD events and support from Showbie team	EdTech interventions for disadvantaged pupils	EEF	1, 2
Strategic whole school drive on routines and use of feedback. • CPD including Steplab and weekly pocket-ped • Focussed revision into KS4 form time	Metacognition and self-regulation	EEF EEF blog: Routine reset or routine re-teach?	EEF	1, 2

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

Budgeted cost: £48.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP focus in fortnightly RAP meetings. These take place for all year groups.	EEF: Using data to improve learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2
All staff use detailed seating plans to know their students and be able to target their time most effectively.	EEF: Feedback Metacognition and self-regulation	EEF	1, 2
Reading interventions – 'Thinking Reading': CPD and allocation of tutors	EEF toolkit – Reading interventions Reading comprehension strategies	EEF	1, 3
Bespoke revision in form time for all KS4 students based on greatest area of need. Taught by subject specialists for Maths, English and Science as an additional lesson.	EEF: Small group tuition & individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3
Revision skills built into the form time curriculum from Y7. Specific half term long programme in Y10 to support with the start to GCSEs.	Sutton Trust: what makes great teaching: https://www.suttontrust.com/our-research/great-teaching EEF: Metacognition and self-regulation Metacognition and self-regulation	EEF	1, 2, 3
Additional 'How to Revise' sessions during form time with key students in Y11.	EEF: Metacognition guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2, 3

Period 6 maths for all Y11 students after school	EEF: Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2
Sheffield Progress support built into the Personal Development curriculum to ensure all students have equitable access to this.	EEF: Aspiration interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2
After school revision sessions for KS4 timetabled to ensure no overlap between subjects	EEF: Extending School time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 3
Additional English and Maths lessons during the school day for key PP students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Drop down revision sessions and small group tuition for key students close to the public exam period.	EEF: Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Pre-exam revision timetable for all subjects to give last minute boost to all students.	EEF: Metacognition and study skills report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2, 3
Comprehensive PPE (mock) programme to ensure students are fully prepared for the GCSE experience.	EEF: Feedback: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3
Academic mentoring with a trusted adult	EEF: Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2
Printed revision packs distributed to all PP students to support with PPE revision	EEF: Homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3
Frequent student voice via Satchel One to identify key trends and then be able to support where necessary. EG, for mental health and wellbeing.	EEF: Social & Emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4

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

Budgeted cost: £54.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive staffing capacity for inclusion (behaviour, attendance, safeguarding, mental health and wellbeing, alternative provision, Cornerstone)	EEF toolkit – Behaviour Behaviour interventions | EEF EEF toolkit – Social and emotional learning Social and emotional learning | EEF	1, 4
Careers and cultural capital coordinators	EEF toolkit – attendance and belonging Supporting School Attendance - Reflection and Planning Tool - EEF	3
Enterprise, enrichment and cultural capital opportunities	EEF toolkit – Social and emotional learning Social and emotional learning | EEF	3
Behaviour / Social and emotional learning interventions	EEF toolkit – Behaviour Behaviour interventions | EEF EEF toolkit – Social and emotional learning Social and emotional learning | EEF	1, 2, 5
Mental health and wellbeing interventions	EEF toolkit – Social and emotional learning Social and emotional learning | EEF	1, 5
Safeguarding interventions	EEF toolkit – Social and emotional learning Social and emotional learning | EEF	1, 2, 5

Total budgeted cost: £188.125

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Impact reviews have been completed for each Strategy Statement Challenge from 2024/25 and are available for scrutiny if required. Key impact/measures are below:

Reading impact:

In 2024-5, four types of reading intervention were offered for readers in stanines 1-3: Phonics, Thinking Reading, small reading groups, and Paired Reading. 26 PP students in KS3 received reading interventions. Of these, 4 went down a reading stanine; 13 stayed at the same stanine; 11 went up one stanine or more.

Year 7 (current Year 8)

Last year, 25 students across the cohort recorded stanine 1-3 and received intervention in Year 7, of whom 7 were PP.

Comparing start of year 2024 to end of year 2025	Went down 1 stanine	Stayed at the same stanine	Went up stanines
Whole cohort	3	5	17
Whole cohort %	12%	20%	68%
PP cohort	2	3	2
PP cohort %	28.5%	43%	28.5%

Overall, the impact on struggling readers has been positive, but PP students are over-represented in the groups where students go down a stanine or remain at the same. We will use weekly Reading Team briefings and half-termly Reading Panel meetings to have a relentless focus on supporting these students.

Year 8 (current Year 9)

Last year, 20 students in Year 8 scored stanines 1-3 and received interventions in Year 8, of whom 12 were PP students.

Comparing start of year 2024 to end of year 2025	Went down 1 stanine	Stayed at the same stanine	Went up stanines
Whole cohort	2	4	14
Whole cohort %	10%	20%	70%
PP cohort	2	4	6
PP cohort %	17%	33%	50%

As with Y7, the impact on struggling readers has been positive, but PP students are over-represented in the groups where students go down a stanine or remain at the same. However, progress was made with 50% of PP students going up in reading stanines.

Year 9 (current Year 10)

16 students scored stanines 1-3. 4 are no longer at Bradfield. Of the remaining, 9 students engaged with interventions in Year 9 (3 students did not want to engage); all 9 were PP students.

Comparing start of year 2024 to end of year 2025	Went down 1 stanine	Stayed at the same stanine	Went up stanines
PP cohort	0	6	3
PP cohort %	0	67%	33%

Year 10 (current Year 11)

Due to capacity in 2024-5, we offered few interventions to last year's Year 10, with the exception of three students who studied Thinking Reading.

PP reading profile

This academic year (2025-26) is the first that we have reading levels for every student in school and therefore are able to show analysis of the whole-school cohort. Similar profiles were seen in the year 2024-25.

Below is a summary of the school's reading attainment profile across Years 7–11 using nationally standardised stanines. Stanines provide a nationally benchmarked scale where:

- Stanine 1 – Very Low
- Stanines 2–3 – Below Average
- Stanines 4–6 – Average
- Stanines 7–8 – Above Average
- Stanine 9 – Very High
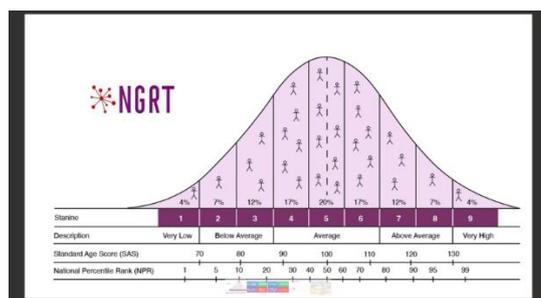
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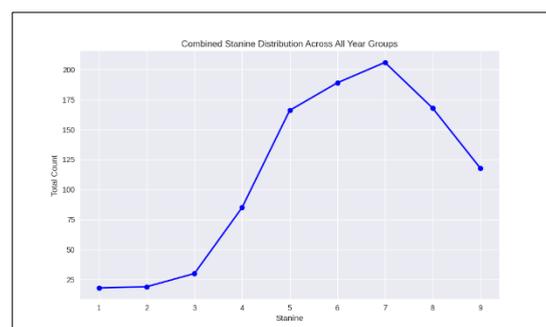
Whole Cohort Profile 2025-26 (Combined Y7–Y11)

Most students are reading at nationally average or slightly above-average levels, with a good number of students achieving in the above-average stanines (7–8). The proportion in very low (stanine 1) is present but not dominant. This suggests a broadly typical or slightly stronger-than-typical reading profile against national data.

PP profile 2025-6 (Combined Y7-11)

The PP distribution shows lower reading attainment overall against the whole cohort. PP students are over-represented in st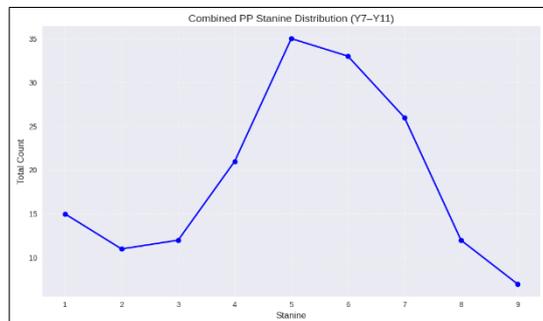anines 1–3 (very low and below average). The PP peak sits around stanines 4–5, still within the average range but lower than the whole cohort peak. PP students are under-represented in stanines 7–9, showing fewer high-attaining readers. This reflects a significant attainment gap.

Analysis of Bradfield School PP data against whole cohort expected national outcomes:

The PP cohort shows a polarised reading profile compared with national expectations. There is a significant over-representation in stanine 1 (very low), indicating a group of PP students with substantial reading needs.

However, PP students are not over-represented in the "below average" band (stanines 2–3). The average band (4–6) is broadly in line with national norms. The above-average band (7–8) is actually a relative strength, with PP students slightly exceeding national expectations. The very high band (9) matches national norms.

Therefore, the Bradfield PP cohort contains more very weak readers than expected, but also a healthy proportion of strong readers, with a solid middle.

Current cohort 2025-6

Following school trends, the new Year 7 cohort has over-representation of PP students at the lowest levels (stanines 1-4): 42.4% of PP pupils are in stanines 1–4, compared to 15.5% of the whole cohort. Conversely, only 21.2% of PP pupils are in stanines 7–9, compared to 45.3% of the whole cohort. No PP pupils reached stanine 9, while 5.5% of the whole cohort did.

PP pupils are slightly over-represented in stanine 5 (27.3% vs 19.4%), suggesting many PP pupils cluster around the mid-point rather than progressing into higher stanines.

Reading Team capacity

The Reading Team increased its capacity to benefit more PP students:

- Reading Mentor appointed May 2025.
- Working with colleagues from the SEND team: two L3 TAs trained in September 25 by the Reading Mentor to deliver Reading Skills; one L3 TA has been trained on Thinking Reading in November 25.

Outcomes:

		2023	2024	2025
A8	PP	30.46	29.05	33.1
	Non-PP	49.38	48.19	51.4
	Gap	-18.92	-19.14	-18.3
Eng/Ma 4+	PP	43.75	39.39	41.9
	Non-PP	75.45	75.52	79.3
	Gap	31.7	-36.13	-37.4
Eng/Ma 5+	PP	25	27.27	16.1
	Non-PP	58.08	56.25	59.2
	Gap	-33.08	-28.98	-43.1

In the academic year 2024-25, overall GCSE outcomes at Bradfield School increased by 33% of a grade (+3.33). For PP students, grades increased by 40% of a grade (+4) compared to the previous year. For non-PP students, the increase was 32% of a grade (+3.22).

This increase was due to improved attendance of PP students and also a comprehensive range of interventions; PP students were disproportionately targeted by these interventions.

Interventions aimed at increasing outcomes were helpful to every student, but ensured that PP students were able to gain access to QFT and revision opportunities more easily:

- Introduction of form time subject specific interventions 3 days per week (1 ½ hours). This means that 100% of students receive interventions within the school day. Many PP students are dependent on the school buses, so cannot access the after school sessions that take place. Students are grouped based on greatest need.
- Holiday revision sessions (February half term and Easter). Comprehensive timetable of extra revision. PP students targeted through communication with parents.
- After school revision organised so that there was no clash between core subjects.
- Revision guides in all core subjects for PP students.
- Drop down mornings for English and maths revision. PP students disproportionately represented.

- Additional one-to-one maths tuition for key students struggling to attain a grade 4. PP students disproportionately supported by this.
- Cancellation of exam study leave so that all students are able to revise with a subject specialist in school.
- Pre-exam revision sessions for all exams. AM sessions ran from 8am and PM sessions before PM exam.
- PP students prioritised for careers meetings during the Sheffield Progress process to raise aspirations and ensure that students are applying for appropriate courses.

'State of the learner' impact:

Suspensions reduced significantly from a total of 555 in 23/34 to 273 in 24/25 of which 135 were PP.

Overall the percentage of PP pupils suspended reduced from 54% in 23/24 to 49% in 24/25 however due to overall numbers falling there were 50% less suspensions overall.

There were 5 PP pupils permanently excluded in 23/25 and 2 in 24/25

The number of PP pupils receiving logged behaviour events reduced significantly for all categories

Mobile misuse reduced by 93% for the academic year 24/25 for PP pupils.

Truancy reduced by 68% for the academic year 24/25/ for PP pupils.

W3 reduced by 74% for the academic year 24/25/ for PP pupils.

W4 Removal from lesson reduced by 94% for the academic year 24/25/ for PP pupils.

78% less PP pupils used the toilet during lesson meaning less learning time lost.

Overall, there was much more positive engagement with behaviour systems in school for PP pupils. The new behaviour policy was clearly understood with 100% of PP pupils interviewed being clear on the policy and consequences for actions.

Attendance impact:

Whole school attendance rose from 90.5% to 93.9%; a total of 3.4%

Notably all year groups saw an increase in attendance when compared to the same year group from the previous year and themselves in the previous year.

PP attendance increased by 9.2% from 78.2% to 87.4%

PP attendance in all year groups increased but most notably, Y11 PP attendance increased the most by 20%.

	End of 23/24	End of 24/5	W1 5/9	W2 12/9	W3 19/9	W4 26/9	W5 3/10	W6 10/10	W7 17/10	W8 24/10	W9 7/11	
Whole school	90.5%	94%	97.6 (95.6)	96.9 (95.7)	96.2 (95.2)	95.7 (95)	95.5 (94.8)	95.5 (94.7)	95.4 (94.7)	95.1 (94.7)	95 (94.3)	+0.7
PP	87.4%	78.2%	96.1 (90.5)	93.6 (89.3)	91.7 (88.6)	90.5 (88.2)	90.1 (88.2)	90.1 (87.9)	89.6 (88)	89.6 (87.9)	89.4 (87.5)	+1.5

Year group NPP V PP	23/4	24/5	25/6
Y7	93.1 v 85.6	95.3 v 91.6	95.4 v 90.9
Y8	90.9 v 77.8	94.3 v 88.1	95.5 v 91.1
Y9	90.2 v 77.6	93 v 82.5	93.7 V 88.6
Y10	87.5 v 76.7	92.7 v 87.1	93.6 V 84.6
Y11	85.4 v 64.4	92.9 v 84.9	94.5 V 90.8

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Steplab	[Steplab	Professional development that really works](#)
Safe Unravel	[Unravel	Supporting mental health & well-being for young people](#)

TFTF	https://www.thinkforthefuture.co.uk