

# Pupil premium strategy statement – Bradfield School

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.

## School overview

Detail	Data
Number of pupils in school	1027
Proportion (%) of pupil premium eligible pupils	16.8% (173 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Adrian May (Headteacher) Dale Barraclough (Executive Headteacher)
Pupil premium lead	Karen Carter (Assistant Headteacher)
Governor / Trustee lead	Mr Paul Jannaway

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,516.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
<b>Total budget for this academic year</b> <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>	£189,516.00

# Part A: Pupil premium strategy plan

## Statement of intent

Bradfield School prepares pupils to thrive in a world that is technologically advanced, dynamic, and diverse. Success is not solely defined by academic results. We shape pupils into compassionate, resilient leaders who are organised, proactive, and ready to make a positive impact. The entire school community is dedicated to preparing pupils to embrace a world rich with adventure and opportunity, while navigating its inherent challenges and risks. Our curriculum is both broad and deeply rooted in knowledge. Through inspiring teaching, we foster curiosity and a passion for learning. We nurture every pupil, regardless of their ability, background, or needs, to become independent critical thinkers with strong moral foundations. Pupils are encouraged to understand that hard work and determination can lead to lives filled with fulfilment, joy, and wonder. The school values and protects childhood, while guiding pupils to confidently face the complexities of the future. Bradfield School aspires for its pupils to cherish their school years as a time of personal growth, discovery, happiness, and excitement.

Everyone working with young people at Bradfield School has the moral purpose to remove the social injustice associated with those young people who are, through no fault of their own, disadvantaged.

Our ethos is based upon everyone striving to become their very best. We have the ambition that every child achieves their life chances and dreams. The improvement of outcomes for disadvantaged students is an essential element to ensuring that that everyone can become their best both personally and academically. Our Pupil Premium Plan aims to help pupils overcome barriers and, through rigorous tracking, careful planning and targeted support and intervention, provides all children the access and opportunities to thrive at school.

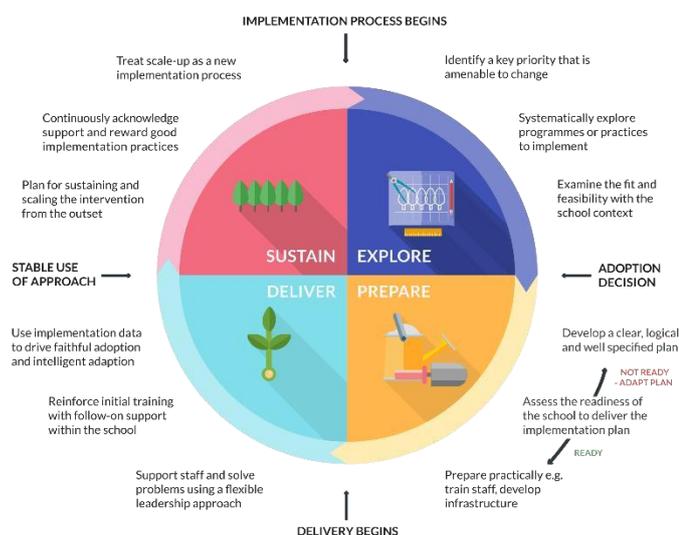
To do this we will aim to meet these objectives:

- Improve attendance for PP students
- Close the gap that exists between advantaged and disadvantaged students, particularly in literacy and reading, through quality teaching and learning and targeted interventions.
- Ensure all PP pupils can access a full range of extra-curricular activities and experiences which build cultural capital in line with peers who are not PP.
- To ensure that all pupils realise their potential and are fully informed on their options for the future, their aspirations should not be capped because of their economic situation.

Our strategy is research informed using the main points made in 'Learning without labels' by Marc Rowland and EEF research, and is summarised as follows:

1. **Stop making excuses for PP pupils** – every child can achieve. We should not make excuses for why any pupil is not achieving, including SEN pupils, pupils who have difficult home lives or any other pupil. All pupils should be given guidance on how to get there rather than saying ‘they won’t make it’.
2. **We should not make assumptions for PP pupils** – We need to ensure that we do not make assumptions for PP pupils as ‘disadvantage’ is different for each pupil. The key is finding out what the disadvantage is and supporting pupils to overcome or find ways to deal with this.
3. **Know Your Data** – We should be aware of the different groups that come under the PP/ disadvantaged umbrella. We should understand the data of each group so we can identify any further interventions which may be required.
4. **Thinking Strategically**- Good quality teaching has the biggest impact on pupil outcomes and therefore the bulk of the PP plan focus should be on ensuring all teaching is high quality. Using classroom support to identify issues instead of going straight to interventions will not only mean that we can get to the root of the causes quicker but will also be more cost effective.
5. **Solve the Problem** – It is not likely that the implementation of a strategy will work straight away, reflecting, tweaking and improving how a strategy is implemented will be required once we have received feedback and learn from any mistakes.
6. **Remember what’s good for one should be good for all** – If we are focused on improving pupil outcomes for all, then outcomes for ‘disadvantaged’ pupils will also improve. More successful strategies will ensure that all pupils will achieve in the classroom. The key points above should be considered when reading each of the sections below.

When we have chosen actions and activities, wherever possible those based on research, we implement these through using the EEF implementation cycle. This allows us to ensure that our work is as focussed and efficient as possible.



This resource supports the *Putting Evidence to Work: A School's Guide to Implementation* guidance report.

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This model argues that doing fewer things better is a key consideration to embedding change over time.

## Challenges

For this academic year we have identified the following the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Attendance</b> - Attendance for pupils eligible for pupil premium is currently 89.28% and was 79.28% at this point in 23.24(below the target for all pupils of 95%) and 35% of Pupil Premium students have below 90% attendance; this reduces their school hours and impacts on learning and progress significantly.
2	<b>State of the Learner – behaviour focus</b> - A high proportion (over 75%) of pupil premium students have received suspensions and exclusions from school which is affecting their progress and attainment.
3	<b>Reading</b> - A number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
4	<b>Raising aspiration – progress focus</b> Lack of knowledge and skill in understanding how to meet aspirations or low aspirations in some, lack of resilience and low self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.

## 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>Improve to attendance of disadvantaged pupils. (Challenge 1)</p>	<p>Case studies of intervention with targeted disengaged cohorts and key families to indicate increased attendance and reduced behaviour incidents for students</p> <p>Decrease in the proportion of disadvantaged students involved in lesson removals, suspensions and fixed term exclusions</p>
<p>Reduce the rate of suspensions and exclusions for disadvantaged pupils. (Challenge 2)</p>	<p>Reduction in suspensions for the identified cohort of 20 pupils.</p>
<p>Improve the enjoyment and progress in reading for disadvantaged students through accessing high quality teaching and learning. (Challenge 3)</p> <p>A highly effective curriculum and form time programme will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. (Challenges 2 and 4)</p>	<p>Learning walks reveal that teachers have a good understanding of the needs of the pupils in their class and ensure they evaluate the impact they are having on disadvantaged pupils.</p> <p>Step Lab used in order to gain insight into good practice and ensure this is shared across staff.</p> <p>Learning walks reveal that all lessons involve high challenge for all pupils. Deliberate practice should be embedded and include PP pupils in no opt-out questioning, checking understanding and participation in the lesson.</p>
<p>Ensure all PP students have a wide range of extra-curricular and raising aspirations activities available to them to support progress and enrich their education. (Challenge 4)</p> <p>Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at the school. (Challenge 4)</p> <p>The increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to Level 3 courses at Post 16 and</p>	<p>Extra-curricular timetable shared and promoted with PP pupils.</p> <p>Uptake of PP pupils should be tracked and monitored. Raising aspirations programmes embedded alongside academic interventions where required.</p> <p>Increase in number of PP pupils who complete The LORIC Pledge embedded in school. Evidence of clear knowledge is shown through pupil voice as well as use of the new credit system and reward strategy.</p>

<p>increase the number of Bradfield students going to university. (Challenge 4)</p> <p>All students at Bradfield school will have the opportunity to increase their cultural capital and increase their enjoyment of school through trips, visits and experiences. (Challenges 2 and 4)</p>	<p>All students will be involved in a positive, memorable and rewarding experience in addition to the taught curriculum.</p>
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## 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: £ 86,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality disciplinary reading into lessons in order to close the reading gap cultural capital gap between advantaged and disadvantage pupils.</p>	<p>Research from Durrington School and EEF supports the embedding of disciplinary literacy gives guidance on potential pitfalls and issues:</p> <p><a href="https://researchschool.org.uk/durrington/news/disciplinaryliteracy-1">https://researchschool.org.uk/durrington/news/disciplinaryliteracy-1</a></p> <p><a href="#">Literacy Development   EEF</a></p> <p><a href="#">Reading programmes   EEF</a></p> <p>This EEF document highlights the most effective ways to embed literacy, embedding disciplinary literacy being the first point:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2, 3</p>
<p>Improve the progress of disadvantaged students through high</p>	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. This is also highlighted here:</p>	<p>1, 2, 3, 4</p>

<p>quality teaching and learning.</p>	<p><a href="#">Teaching and Learning Toolkit   EEF</a></p>	
<p>Develop whole school teaching and learning strategies and deliberate practice to promote the progress of disadvantaged pupils during CPD and use of Step Lab.</p>	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. This is also highlighted here:</p> <p><a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching</a></p> <p><a href="#">Steplab   Professional development that really works</a></p>	<p>1, 2, 3, 4</p>
<p>Ensure that each department has a highly challenging and academic curriculum designed to challenge all pupils, especially those who are disadvantaged and may have gaps in existing knowledge.</p>	<p>A knowledge rich curriculum that also develops powerful knowledge and skills will result in the progress of disadvantaged students – see this article by Tom Sherrington:</p> <p><a href="https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf">https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</a></p>	<p>1, 2, 3, 4</p>

<p>The embedding of consistent high expectations around routines and means of participation in lessons to promote the progress of disadvantaged pupils to puzzle in the right place.</p>	<p>Tom Bennett’s ‘Running the Room’ identifies how important it is to embed explicit routines prevent behaviour problems from arising and helps create the class culture and norms.</p> <p>This will mean that pupils can get on with learning and there is reduced disruption.</p> <p>Doug Lemov and Ben Newmark argue that pupils should be clear on their means of participating in the lesson though questioning etc.</p> <p>This cannot be clear unless all pupils are focused on learning, which is why routines and high expectations of behaviour are important.</p>	<p>2, 4</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of thinking reading as a strategy to tackle reading disfluency and ensure all PP pupils can read fluently by the time they reach KS4.</p>	<p>Thinking Reading is an evidence-based approach which clearly identifies issues with reading.</p> <p>Thinking Reading use rigorous diagnostic assessment to identify specific reading issues and focus on which decoding issue pupils may struggle with, focuses in on this and practices until pupils have moved met specific targets. Thinking reading claims to make 4 months progress per 30- minute session.</p>	<p>3</p>
<p>Paired reading plan created and embedded using fluent readers and reading volunteers in Y9 and Y10 to pair with identified students in Y7 and Y8 who are 1 year or less behind their reading age.</p>	<p>The evidence from this EEF document shows that paired reading will have positive impacts on disadvantaged pupils and will improve their outcomes, they include idea son the most effective ways to embed this programme:</p> <p><b>Peer tutoring</b></p> <p><small>High impact for very low cost based on extensive evidence.</small></p> 	<p>2, 3, 4</p>

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

Budgeted cost: £ 54,454

Activity	Evidence that supports this approach	Challenge number and address
Introduction of the attendance hub and development of the attendance team and includes behaviour managers to support. The whole school focus on the improvement of PP attendance through identifying barriers,	The attendance strategy has PP attendance improvement as its main area of focus. This includes two Community Engagement Officers who primarily focus on the improvement of PP attendance through identifying barriers, working alongside the family and school to remove barriers to attendance.	1, 2, 4
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<p>Continued fine tuning of extra-curricular activities with additional support to engage PP pupils. Promote activities within school and on social media with additional support given for activities that raise engagement of PP pupils.</p>	<p>Sutton Trust advises that non-PP families are 15% more likely to engage in extra-curricular activities than PP families</p> <p><a href="https://www.suttontrust.com/wpcontent/uploads/2020/01/Extracurricularinequality.pdf">https://www.suttontrust.com/wpcontent/uploads/2020/01/Extracurricularinequality.pdf</a></p>	<p>1, 2, 4</p>
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<p>The Bradfield School LORIC Pledge created and shared with all pupils with an aim of ensuring that every child who leaves Bradfield will have achieved certain milestones. PP pupils to be given opportunities to meet these milestones in order to give equal opportunity and experiences to PP pupils.</p>	<p>Evidence from this research by the DfE shows that engaging in extra-curricular activities can help improve social mobility and soft skills as well.</p> <p>Some PP pupils at Bradfield do not get equity of experience as non-PP pupils. The LORIC Pledge will encourage our pupils to become actively involved in our wider school community and to realise that their experiences whilst at school stretch further than the classroom.</p> <p>By promoting the school values of Leadership, Organisation, Resilience, Initiative and Communication, students can apply new skills and improved confidence to all aspects of their lives. Whether it's representing our academy on stage, on the field or on excursions, the LORIC Pledge will encourage our pupils to get involved, make new friends and take pride in all they do.</p>	<p>1, 2, 3, 4</p>
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Impact reviews have been completed for each Strategy Statement Challenge from 2023/24 and are available for scrutiny if required. Key impact/measures are below:

#### **QFT Feedback and metacognition impact:**

36% of PP students in Y7 English made expected progress based on prior attainment data compared to 69% of non-PP students. In Geography, 66% of Y7 PP students achieved 50%+ compared to 51% non-PP students.

Staff training at middle and whole school level has continued to improve staff understanding of students' progress and subsequent pitching of feedback linked to their prior attainment. This has been linked to the reporting of 'not meeting expectations' on reports being an academic not a behavioural comment.

#### **QFT Homework impact:**

All students had an average of 5.5 negative homework points in 23/24, with PP students an average of 7 negative homework points.

All students have had an average of 22 positive homework points with PP students an average of 12 positive points.

There is a focus on 19 year 11 students currently to complement academic mentoring: this is providing revision homework and more support to organise revision timetables in 1 to 1 and groups.

#### **Reading impact:**

PP focus group in the library; Lending in the library has increased from this time last year from 354 books borrowed to 441 books borrowed. Although there are only 9 PP pupils borrowing from the library, between them they have borrowed 102 books which is up from 70 last year, showing that those pupils have fully engaged in the library and borrowing regularly.

Visibility of reading increased to promote discussions and promoting the joy of reading – impact again seen through library lending.

#### **Outcomes:**

##### **3 year outcomes trend for Pupil Premium students**

Measure	2022	2023	2024
P8 (PP)	-1.98	-1.38	-1.28
Standard Pass Basics (PP)	29%	25%	27%
A8 (PP)	29.9	30.5	28.9

Priorities for cohort 2025 and 2026:

Further improving Standard Pass Basics

Improving A8 figures primarily by focusing on Maths and Science.

**Parental Engagement impact :**

66% of Pupil Premium families attended KS3 Parents Evenings on schoolcloud following contact from form tutors, HOY and Pastoral staff. This is an increase of 9% on engagement in 22/23.

**Aspiration and Careers impact:**

3 PP students were successful in the application for grants with Valley Festival to have instrument lessons funded by Valley Festival. Funding for instrumental lessons for 5 PP students in 23/24.

Increased PP participation in Drama, Music and PE extra-curricular activities in 23/24. Funding secured from Sarah McNulty grant used for PP Theatre trips in April and October.

NEET figures for 23/24 were above local and National average. Only 1 PP student not attending Post 16 provision in Oct 24.

**State of the learner impact:**

15/19 PP of the students identified for the SUFC 'Inspires' (1:1 weekly intervention with mentor) completed the programme.

Emotionally available adult identified for students who are repeatedly suspended or in the reflection room (16/26 PP students).

Suspensions							
2023-24		Total Whole School	7	8	9	10	11
<b>Total</b>	<b>Total</b>	<b>558</b>	<b>1</b>	<b>59</b>	<b>164</b>	<b>63</b>	<b>271</b>
	% Total		0.2%	10.6%	29.4%	11.3%	48.6%
	Female	228	1	11	106	35	75
	Male	330	0	48	58	28	196
<b>PP</b>	<b>Total PP</b>	<b>280</b>	<b>1</b>	<b>49</b>	<b>117</b>	<b>42</b>	<b>71</b>
	% Total PP		0.4%	17.5%	41.8%	15.0%	25.4%
	PP F	151	1	11	77	20	42
	PP M	129	0	38	40	22	29
<b>Total Non</b>		<b>278</b>	<b>0</b>	<b>10</b>	<b>47</b>	<b>21</b>	<b>200</b>

Non PP	% Non PP		0.0%	3.6%	16.9%	7.6%	71.9%
	Non PP F	77	0	0	29	15	33
	Non PP M	201	0	10	18	6	167
Suspensions							
2022-23		Total Whole School	7	8	9	10	11
Total	Total	509	1	32	81	118	277
	% Total		0.2%	6.3%	15.9%	23.2%	54.4%
	Female	167	1	1	40	59	66
	Male	342	0	31	41	59	211
PP	Total PP	237	1	12	66	92	66
	% Total PP		0.4%	5.1%	27.8%	38.8%	27.8%
	PP F	112	1	1	34	44	32
	PP M	125	0	11	32	48	34
Non PP	Total Non	272	0	20	15	26	211
	% Non PP		0.0%	7.4%	5.5%	9.6%	77.6%
	Non PP F	55	0	0	6	15	34
	Non PP M	217	0	20	9	11	177

## 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
Steplab	<a href="#">Steplab   Professional development that really works</a>
Unravel	<a href="#">Unravel   Supporting mental health &amp; wellbeing for young people</a>