



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bradley Green Primary Academy
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	33.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 (Reviewed) 2022-23 (Current year) 2023-24
Date this statement was published	Sept 2022
Date on which it will be reviewed	Jan 2023
Statement authorised by	Vicky Cameron (Principal)
Pupil premium lead	Vicky Cameron Kirsty Hague
Governor / Trustee lead	Rebecca Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,490
Recovery premium funding allocation this academic year	£10,730
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	£113,220

Part A: Pupil premium strategy plan

Statement of intent

In keeping with how we approach all areas of school funding, teaching practice and development, we feel that the best chance we have of improving pupils' outcomes and bettering life chances through Pupil Premium funding is to look at the research and evidence informed approaches as well as considering our own school context.

Looking at the research by the EEF and knowing our school context, common barriers to learning for disadvantaged pupils can include the following:

- Reduced home support
- Lack of confidence and resilience
- Poor language and communications skills
- Attendance issues
- Punctuality
- Aspirations and ambitions

Whilst this list is by no means exhaustive, it does capture some of the complexities around some of our most disadvantaged pupils. These alongside some complex family situations can seriously inhibit pupils from achieving their full potential and affect future life chances.

We fully acknowledge that no family or child is the same and we always do our utmost to ensure that even those children who are thriving are still given high quality support and offered provision that will improve their cultural capital.

Detailed discussions with staff including data analysis and gaps in prior knowledge highlighted due to Covid will ensure that pupils are identified and tracked and that all staff are aware of the strengths and weakness within our school.

Our guiding principles:

- Teaching and learning meets the needs of all our pupils through support, challenge and high expectations for all.
- Appropriate provision is put in place for our vulnerable groups, including those who are socially disadvantaged.

- A commitment to ensuring that children feel safe and happy, as this provides them with the very best foundations to be successful learners and respectful citizens of the future.
- Provide a wealth of enrichment and cultural capital opportunities including opportunities to participate in sports, clubs and events.
- High hopes and aspirations for our pupils, helping them to better themselves regardless of their starting points or backgrounds, encouraging them to aim high and becomes the best possible versions of themselves.
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils which the school has legitimately identified as socially disadvantaged.
- We understand that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Ultimate Objectives:

- Narrow the attainment and progress gap between achievement of disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For disadvantaged pupils in school to exceed nationally expected rates of progress and reach age related expectations at the end of KS2, giving them the best possible start in life as they approach high school, GCSEs and beyond.
- To develop and enhance pupils' character by providing them with a breadth of experiences and equipping them with the knowledge and cultural capital they need to succeed in life.

Achieving these objectives:

- Carefully matching teaching staff to the needs of the cohort to ensure learning is focused on overcoming barriers and gaps in learning.
- Regular Pupil progress meetings with a special focus on narrowing the gap for disadvantaged pupils and devising actions aimed at accelerating progress and supporting learning.
- In-depth timetables for interventions put in place for individuals and groups of children.

- Well thought out CPD for all teaching staff including teaching assistants which is whole school approach based. CPD is deep rooted in evidence informed approaches to supporting pupils who are most disadvantaged.
- Continue to embed retrieval practice and AfL to improve the quality of teaching and learning across school so that pupils strengthen their long-term memory and make age related expectations.
- Careful transition arrangements both internally and externally through EYFS, Key Stage 1, Key Stage 2 and Key Stage 3.
- Additional teaching and learning opportunities provided through Trust support and external agencies as well as external consultants as and when required.
- As required, pay for/subsidise some educational visits, enrichment and residential helping children to experience new environments whilst consolidating learning and broadening their horizons and knowledge of the world
- A range of clubs offered to pupils after school including competitive sports. A range of competitions will be entered as part of school's member in the SSP (including one for SEND children).
- Funding of specialist and whole school learning software to support learners.

This list is not exhaustive and will evolve in response to the needs of our socially disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally.
2	Disadvantaged children in school have lower attendance rates than their peers, resulting in lost learning time, including disadvantaged SEN pupils.
3	Poor parental engagement/support at home.
4	Low attainment on entry to Early Years Foundation Stage.
5	Speech and language or language and communication skills.

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
Good or better progress in reading, writing and maths on exit of key stage	Accelerate progress in reading to improve outcomes in reading so that disadvantaged children are achieving at least in line with national.
Improved attendance for disadvantaged pupils	Disadvantaged pupils will have good or better attendance so will be at least in line with national
Improved parental engagement	Improved communication, improved attendance for disadvantaged pupils,
Progress from on entry to leaving EYFS is good or better	GLD in line with national average or better

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme of support	<p>A high-quality offer of CPD both internally and externally through our Trust and other providers is essential to follow EEF principles which recognises that quality first teach has the greatest impact on disadvantaged children's outcomes.</p> <p>School is moving into year 2 of work with the Maths Hub and Reading, Writing Maths subject leads are given regular out of class time to develop their subjects across school and subject leads are given at least one day a term.</p>	1, 4, 5
External CPD identified	<p>On entry to Nursery and Reception, most children have low language and communication skills.</p> <p>Children do not have the vocabulary, knowledge and skills required.</p> <p>This has been magnified by the challenges of Covid.</p> <p>Interventions in EY focus heavily on developing early language skills(NELI)</p> <p>EY and Key stage 1 working with the Maths Hub on mastering Number Project to support a consistent approach to the teaching of early mathematics.</p> <p>RWI training required for nursery staff.</p>	1, 4, 5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant intervention	<p>Teaching Assistant interventions are highlighted by the EEF as having a positive impact on pupil attainment (+4 months).</p> <p>A full, bespoke programme of interventions led by teaching assistants and the SENCO is in place.</p> <p>The timing of the interventions are such that minimal time in class lost.</p> <p>Through specific 'gaps analysis' during transition and pupil Progress Meetings, these interventions evolve and will be evaluated for impact across the year.</p> <p>Phonic interventions for children beyond KS1 and daily reading for children who are not regularly reading at home.</p>	1,5
<p>Current school staff after school or before school small group tuition</p> <p>(on costs and 5% contribution approx £7,450)</p>	<p>One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months).</p> <p>Identified pupils in Y5 and Y6 will receive a responsive programme of tutoring as required using a 1:3 approach. The EEF state, "Approaches that ... deliver instruction in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support"(EEF Toolkit).</p>	1, 2, 3
Lexia subscription in Y3/4/5 and targeted Y6	Proven results in accelerating progress and outcomes in reading.	1, 2, 3

Approx £6500 over 3 years	<p>*All staff re-trained in September 2022 by English lead</p> <p>Prior internal data evidences that it improves children's reading attainment.</p> <p>Accessible from home and used to engage parents in supporting with homework.</p> <p>Extended to include Year 3 pupils.</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
Daily first response by office manager for absent children	High coincidence of SEN and PP and need to educate parents on importance of education	2, 3
Letters each half term to any child at risk of falling below 95%	Strive to share importance of attendance	2, 3
Increase parental engagement	<p>Start Ready Steady Nursery as early as possible</p> <p>Engage with local</p> <p>Engagement with parents increase especially with EY will have a positive impact in children's outcomes.</p>	2, 3, 4, 5

Total budgeted cost: £

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 2021 to 2022 academic year.

Whole school outcomes end of 2022

	All pupils (%)	Disadvantaged pupils (%)
EYFS - GLD	64%	28%

	All pupils (%)	Disadvantaged pupils (%)
Year 1 Phonics	81%	70%
Year 2 Phonics	93%	88%

Reading				
Cohort	All pupils		Disadvantaged pupils	
	ARE+	GD	ARE+	GD
R				
1	77	22	80	30
2	68	18	69	13
3	67	33	64	27
4	72	21	63	13
5	74	19	60	13
6	69	14	45	0
SATS Y6	69	17	55	0

Writing			
All Pupils		Disadvantaged pupils	
ARE+	GD	ARE+	GD
59	11	60	20
61	0	56	0
70	17	55	9
59	17	50	13
70	0	53	0
69	0	45	0

Mathematics			
All pupils		Disadvantaged pupils	
ARE+	GD	ARE+	GD
81	22	90	20
75	25	75	31
73	23	64	0
59	21	63	13
74	19	60	13
72	7	45	0
76	17	55	0

RWMC			
All pupils		Disadvantaged pupils	
ARE+	GD	ARE+	GD
59	7	60	10
61	0	56	0
60	10	55	0
45	17	50	13
70	0	53	0
68	0	40	0
59		27	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia reading	Lexia
TT Rockstars/Numbots	TT Rockstars