Pupil Premium Strategy Statement - Bradley Green Primary Academy

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 as of Dec 2023

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	43% for 2023-24 (however figures are based on 33% of children from last academic year)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2022-23 (reviewed) 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Vicky Cameron – Principal
Pupil premium lead	Vicky Cameron
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113, 490
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£11,743
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
	£125,236

Part A: Pupil premium strategy plan

Statement of intent

At Bradley Green Primary Academy between Reception to Year 6, 43% of pupils attract the funding. This is compared to 27.6% nationally. As an academy we have a significantly above average proportion of Pupil Premium pupils. This is a significant increase on the academic year 2020 – pre COVID - when 27% of pupils attracted the additional funding. Last academic year 33% of pupils attracted pupil premium. There has been a further increase of 10% for this academic year 2023/24 and it is predicted that the % of pupils will continue to increase.

At Bradley Green Primary Academy our aim is to remove barriers that disadvantaged pupils face to achievement, and allow them to achieve as well as their peers, nationally. Pupils who are eligible for pupil premium are more likely to be lower attaining than other pupils, we do have high attainders who attract Pupil Premium.

High quality teaching is a top priority, including professional development, training and support for teaching staff and recruitment and retention. This is reflected in the Pupil Premium spending, where teaching staff is the highest costed tier.

As a final principle, the EEF state, 'The challenge of implementation means that less is more'. In line with this, we have targeted actions in place and focus on specific priorities to ensure success.

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 EY, KS1 and KS2 for disadvantaged learners is low compared to non-disadvantaged pupils in school and nationally. Whilst at the end of KS2 the gap had closed considerably, the attainment gap at greater depth remains higher in RWM, compared to non-

	disadvantaged pupils. A preparedness to learn and ability to fully participate without school intervention to a mastery level.
2	Developing positive learning dispositions to raise aspirations.
3	Reading, particularly fluency and the development of oral skills and limited vocabulary attributed by limited support at home, particularly upon entry.
4	Persistent absenteeism of disadvantaged pupils is higher than other groups in the school resulting in lost learning time.

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
Increased percentage of PPG pupils attaining GD at the end of KS1 and KS2 in RWM	Number of PPG pupils attaining GD will match or exceed non PPG pupils
Attainment gap between PPG and non PPG to close by the end of key stage 2	End of key stage 2, % of pupils achieving RWM for disadvantaged pupils increases so that it is in line or above national
Provide arrange of experiences which develop cultural capital	PPG pupils where needed will have access to a wide variety of enrichments activities withing the school day and have the opportunity t take part in extra curricular activities
Close the attendance gap between PPG and non PPG pupils and decrease number of PPG pupils with persistent absence	Support provided to pupils and families where attendance is identified as a concern
Enhance the quality of teaching and learning through staff CPD	Staff will understand and implement appropriate teaching methods, which enable pupils to become more resilient, reflective and more responsible for their own learning

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
Ensure all pupils access quality first teaching	EEF High quality teaching is the most important lever schools have to improve pupil attainment	1, 2, 3, 4
CPD opportunities for all staff on Voice 21 and EYFS staff on Wellcomm	EEF teaching and learning toolkit Low cost, high impact + 6 months	1, 2, 3, 4
Provide release time for RWM leads to monitor teaching, feedback and support teaching staff to improve the quality of teaching across the school	EEF High quality teaching is the most important lever schools have to improve pupil attainment	1, 2, 3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional adults in school to enable small group and 1:1 support within the classroom	EEF teaching and learning toolkit Teaching assistant interventions +4 month gain	1, 2, 3, 4

1:1 tuition identified for pupils using recovery funding	EEF teaching and learning	1, 2, 3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Broaden cultural experiences to impact on positive attitude to learning	Opportunities to access the arts, particularly music (whole class music tuition, Young Voices, weekly Musical theatre club for all year groups)	2, 4
Continue to buy into the local authority EWO to focus on improving attendance and supporting parents with external factors	Dedicated time in the school day for the school team to support families to improve attendance To support this, school employs an EWO to provide more intensive support to families in crisis	2, 4
Extra curricular activities to be available and promoted to all disadvantaged pupils	Evidence disadvantaged families are more likely to have less access to extra curricular opportunities	1, 2, 3, 4

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	All pupils (%)	Disadvantaged pupils (%)
EYFS - GLD	67%	58%

	All pupils (%)	Disadvantaged pupils (%)
Year 1 phonics	Actual – 83%	85%
Year 2 Phonics	Actual – 93%	92%

Year 1	Last Year's Headline data	Overall	PP	Non-PP
	Word reading	76	63	84
	Comprehension	86	73	84
	Writing	79	63	89
	Number	86	63	84
	Number pattern	83	63	84

Year 2	Last Year's Headline data (GD in brackets)	Overall	PP	Non-PP
	Reading	87 (17)	84 (13)	100 (22)
	Writing	70 (17)	69 (7)	78 (33)
	Maths	70 (25)	77 (20)	67 (33)
	Combined	61 (13)	62 (7)	67 (22)

Year 3	Last Year's Headline data (GD in brackets)	Overall	PP	Non-PP
	Reading	80 (23)	77 (23)	82 (24)
	Writing	77 (0)	77 (30)	76 (0)
	Maths	80 (30)	77 (0)	82 (29)
	Combined	73 (0)	69 (0)	76 (0)

Year 4	Last Year's Headline data (GD in brackets)	Overall	PP	Non-PP
	Reading	72 (7)	65 (5)	89 (11)
	Writing	76 (0)	70 (0)	89 (0)
	Maths	72 (17)	75 (20)	67 (11)
	Combined	62 (0)	60 (0)	67 (0)

Year 5	Last Year's Headline data (GD in brackets)	Overall	PP	Non-PP
	Reading	70 (15)	58 (17)	80 (13)
	Writing	52 (0)	33 (0)	67 (0)
	Maths	74 (22)	67 (17)	80 (27)
	Combined	52 (0)	33 (0)	67 (0)

Year 6	Last Year's Headline data (GD in brackets)	Overall	PP	Non-PP
	Reading	57 (29)	40 (10)	67 (39)

	Writing	61 (10)	50 (10)	67 (11)
	Maths	64% (21%)	40% (10)	78 (28)
	Combined	50 (11)	30 (10)	61 (11)

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
Voice 21 Oracy programme	Voice 21
Nessy	Nessy learning
TT rockstars, Numbots	Maths circle ltd
Sumdog maths	Sumdog
RWI phonics	Oxford owl
My Happy Mind	My Happy Mind
Scrap Shed	Scrap – centre of creative refuse
Boom reader	Squirrel learning