

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2025 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 Primary
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	Jan 2025
Date on which it will be reviewed	Jan 2026
Statement authorised by	Sharon Taylor Headteacher
Pupil premium lead	Sharon Taylor Headteacher
Governor / Trustee lead	Rossina Tahir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,860
Recovery premium funding allocation this academic year	£7,431
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	£184,291

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are provided with quality first teaching in all subjects
- act early to intervene at the point need is identified using research-based intervention programmes.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1 2	There are high levels of local deprivation and low employment levels amongst parents and in some cases, poor education and little English. Children have poor speaking and listening skills, vocabulary and language skills due to lack of positive role models at home. For many of our children, at least one parent will have English as a second or third language and their first language is routinely used in the home. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. These findings are supported by national studies.
3	There are above average numbers of children throughout school with special educational needs (SEND) and those with social, emotional and mental health issues (SEMH) due to both parents and children being deprived of social interaction and support from health visitors, nursery and school during the pandemic. Assessments, observations and well-being surveys still show a negative impact on children's learning and progress. Teacher referrals for support have increased markedly since the pandemic, with disadvantaged children currently requiring additional support with learning, speech and language or social and emotional needs in small group interventions.
4	<p>In many cases, little or no English is spoken at home. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Lack of resources at home such as literature, I-pads or PC's have had a detrimental effect on the children's reading development. Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, all of our disadvantaged pupils arrive below age-related expectations, similar to non-disadvantaged pupils. This means that by improving the progress for our disadvantaged, we increase the progress for all children.</p>
5	A significant number of children are in homes where poverty and domestic violence is prevalent. Recent economic pressures, the cost-of-living crisis, very high food and energy prices, have impacted the well-being of disadvantaged children to a greater extent than for other pupils. Assessment and observations have shown that pressures in the home have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. Families often seek support from school with finance, relationships, parenting and mental health. Disadvantaged children often have no wider experiences of life outside the family home.
6	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Slightly more of our disadvantaged pupils have been 'persistently absent' compared to that

	of their peers during the same period. Our assessments and observations indicate that absenteeism negatively impacts all pupils' progress but especially that of our disadvantaged.
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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
Improved speech and language, oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Oracy strategies, sentence stems, Talk Boost - S&L intervention in KS1 Wellcomm.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 and 2026 show that more disadvantaged pupils meet the expected standard and greater depth. New phonics scheme, new KS2 guided reading, new books for class libraries, new home reading books.
Improved well-being achieved and sustained for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025 and 2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Children share their fears and worries with staff and seek support. PSHE curriculum supports this. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils to promote health and wellbeing • Families accessing services and signposted to expert help through the family support manager. Pupil Support Manager, Family Liaison Officer, school nurses, Be Free, mental health support, Bounce Back sessions Y6, PAC sessions Y5, health questionnaire results.
Children with Special Education Needs are identified and targeted with support put in	All children with additional needs are on SEND register <ul style="list-style-type: none"> • Timely referrals made • Specialist support staff working in school • Children reaching their potential

<p>place. Referrals to specialist support made.</p>	<ul style="list-style-type: none"> • Teachers well trained in SEND and inclusion and supported by SENDCO and specialist teachers. • Nurture provision for the children with complex needs. <p>Graduated response, staff CPD, nurture unit set up, liaison with inclusion hub.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025- 2026 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils improved and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. • the percentage of all pupils who are persistently absent improved and the figure among disadvantaged pupils reduced. • Mrs Graham attendance lead, incentives and rewards for good attendance, attendance contracts and termly meetings with LCC attendance officer Karen Park, warning letters and fines issued to families who take extended leave.

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: **£166,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions including dialogic activities, such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Voice 21, Talk Boost. Staff to deliver training:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Fidelity to Lancashire Red Rose Phonics - to secure stronger phonics teaching for all pupils to improve early reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4
<p>Enhancement of our guided reading and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the new Reading Framework in school and to access English Hub resources and CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of English, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading Comprehension Strategies rb.gy/rz09p5</p> <p>Improving Literacy in Key Stage 1 rb.gy/nhdtuo</p>	4
<p>Social and Emotional Health and well-being approaches will be embedded into routine educational practices and</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	3, 5

supported by professional development and training for Pupil Support Manager to take Mental Health Lead. This will improve skill set in order to support our families.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£7421**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to Oracy and Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Purchase new books to compliment Lancashire Red Rose Phonics. Additional phonics sessions targeted at disadvantaged pupils who require further phonics input. Support from local English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Engaging with the tutoring grant and Bases to provide a blend of tuition, mentoring and school-led tutoring for year 4 pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training release time for our attendance lead to develop and implement new procedures and liaise with attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues: E.g. school uniform; food parcels; subsidise school activities including educational and residential visits</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £184,291

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 2023-2024 academic year.

Our internal assessments during 2021-2025 suggested that the performance of disadvantaged pupils was lower in key areas of the curriculum. Results at the end of KS2 show that children who are disadvantaged performed less well than their non-FSM peers. However, more children are achieving expected standards at the end of KS2 and more children are achieving the higher standard. Although these figures are still not at pre-covid levels, an improvement from 2021 can be seen.

Our assessment of the reasons for these outcomes still points to some extent to Covid-19 impact which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils who were unable to benefit from our pupil premium funded support. Each year, children join our school with very low starting points and many of our EYFS have not attended nursery. Poor speech and language is an area of concern.

Overall attendance in 2023 –2024, 2024-25 was broadly in line with National but there were a number of children persistently absent. Long term absence for overseas visits to Pakistan remains a problem. A high number of fines have been issued to parents taking extended holidays and we meet termly with our attendance officer.

Our assessments and observations indicated that pupil behaviour is very good. The children have responded well to our new school values and enjoy new OPAL play at lunch times. This helps significantly to improve wellbeing and mental health and children are learning to be creative and take risks.

Our trial of a nurture unit for children with complex special needs has been very encouraging. Children access the area at different times during the day for extra support in English and Maths. The children are taught an individual curriculum by an experienced teacher and have made very good progress. This facility will continue in 2025-26

Families and children are well supported by our Pupil and family support officer who is also DSL and Mental Health Lead. Very good relationships are built with parents and families. Pupils and parents are signposted to external support when needed. Over 30 children attend Breakfast Club and all children throughout school receive a bagel for breakfast if they want one. Help with uniform, housing, energy and appointments is also provided.

