

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	410
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sharon Taylor Headteacher
Pupil premium lead	Sue Ardron AHT
Governor / Trustee lead	Mr Mudasir

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109, 415
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128, 580

# 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 the National Tutoring Programme 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 challenged in the work that they're set
- act early to intervene at the point need is identified
- 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
1	There are high levels of local deprivation and low employment levels amongst parents and in some cases, poor education.

2	<p>Children have poor speaking and listening, vocabulary and language skills due lack of role models at home for whom English may be a second or third language. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, many of whom have been impacted by partial school closures to a greater extent than other 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.</p>
3	<p>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 nursery and school during the pandemic. Assessments, observations and wellbeing survey 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 either learning or social and emotional needs in small group interventions.</p>
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, the majority of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2.</p>
5	<p>A significant number of children are in homes where domestic violence is prevalent. Partial school closures have impacted the well-being of disadvantaged children to a greater extent than for other pupils. Assessment and observation has shown that this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. 21% of those disadvantaged pupils have been 'persistently absent' during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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.  Voice 21, sentence stems, Talk Boost - S&L intervention in KS1
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24/25 show that more disadvantaged pupils meet the expected standard.  New phonics scheme, new KS2 guided reading, new books for classes
Improved well-being achieved and sustained for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Listening Ear, Pupil Support Manager, Family Liaison Officer, Be Free, mental health support</li> </ul>
Children with Special Education Needs are identified and targeted with support put in place. Referrals to specialist support made.	All children on SEND register <ul style="list-style-type: none"> <li>• Referrals made</li> <li>• Specialist support staff working in school</li> <li>• Children reaching their potential</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils improved and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced.</li> <li>• the percentage of all pupils who are persistently absent improved and the figure among disadvantaged pupils reduced.</li> <li>• Mrs Nawaz attendance lead, incentives and rewards</li> </ul>

## 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: **£80,280**

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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme - 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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 guidance 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 Mathematics, drawing on evidence-based approaches:</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Reading Comprehension Strategies rb.gy/rz09p5</a></p> <p><a href="#">Improving Literacy in Key Stage 1 rb.gy/nhdtuo</a></p>	4
<p>SEL approaches will be embedded into routine educational practices and supported by professional development</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	3, 5

and training for Pupil Support Manager to take mental health lead. This will improve skill set in order to support our families.	performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to Voice 21 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: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Engaging with the tutoring grant and Bases to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most 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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing 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>	<p>6</p>
<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>	<p>All</p>

**Total budgeted cost: £120,580**

## 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 2020 to 2021 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily 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 improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources on Seesaw, our learning platform, such as those provided by Oak National Academy, White Rose maths, IXL, TT Rock-Stars amongst others.

Overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers as was persistent absence. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Long term absence for overseas visits remains a problem.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.