

# Pupil Premium Strategy Statement



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	190
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	16/12/22
Date on which it will be reviewed	1/12/24
Statement authorised by	C Short
Pupil premium lead	A Carney
Governor / Trustee lead	A Powell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,500
Recovery premium funding allocation this academic year	£5,226
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<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>	£55,726
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# 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. At Bradshaw we aim to give the children the opportunity to experience and learn through our IDEAS curriculum. These are beliefs and concepts that the children will be exposed to throughout their time at Bradshaw. We aim to promote independence, experience diversity, become aware of the environment, being adventurous and socially responsible. The focus of our pupil premium strategy is to support disadvantaged pupils to access and achieve their goals within and beyond our IDEAS curriculum, including those who already achieve high standards.*

*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.*

*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 also place an emphasis on targeted academic support through small group tuition and interventions. At Bradshaw we also look at wider strategies that help support attendance and extra curriculum activities to ensure children has access to a wide range and diverse set of activities.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach is to identify any common challenges and individual needs early and respond to them in an effective way. To ensure we are as effective as possible we will:*

- *Ensure disadvantaged pupils are appropriately challenged in the work that they're set*
- *Identify and act early so that the children's emotional and academic needs are met*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

We have used the following documents as our main sources of evidence:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092>

<https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting interventions tool.pdf?v=1631171996>

## Challenges

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

Challenge number	Detail of challenge
1	<b>Parental engagement and support from home</b>  Our assessments, observations and discussions with pupils and parents suggest that the children would benefit from more parental engagement. Children have expressed an interest in sharing their love of learning with their parents. Our new phonics scheme, has taken this on board and aims to develop a love of reading and allows children to show off the skills they have learnt.
2	<b>Emotional wellbeing following the pandemic</b>  Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	<b>Attendance of PP children</b>  Attendance statistics for some of our disadvantaged pupils is below the norm for our school. Lower attendance affects attainment as it is more difficult to address any gaps in learning. Children with poor attendance also are impacted negatively in terms of their in school experiences, social, emotional and mental health.
4	<b>Reading, speech and language</b>  Our assessments, observations, and discussions with pupils suggest underdeveloped reading, oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in Reception and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	<b>Attainment and writing</b>

Our observations and assessments indicate that the education of our disadvantaged pupils have been greatly impacted by the partial school and nursery closures to a greater extent than for other pupils. Our data suggest that our PP children have fallen behind their peers however, gaps appear bigger than they are due to cohort sizes.

## 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
Diminish differences for eligible pupils compared to non-eligible pupils in reading.	<ul style="list-style-type: none"> <li>• Children to be more fluent readers.</li> <li>• Children to improve their comprehension of texts and be able to answer more higher order questions.</li> <li>• Greater number of PP children achieving ARE in reading.</li> <li>• Children have a greater understanding of phonics with a higher percentage of children achieving a pass mark in the phonics screening check.</li> </ul>
Diminish differences for eligible pupils compared to non-eligible pupils in Speech and Language in EYFS.	<ul style="list-style-type: none"> <li>• PP children make greater progress in Sp &amp; L development to bring them inline with age related expectations.</li> <li>• Writing progress is improved for PP children</li> </ul>
Diminish differences for eligible pupils compared to non-eligible pupils in writing.	<ul style="list-style-type: none"> <li>• Children have more accurate use of spelling in their independent writing.</li> <li>• An improvement in letter formation in EYFS &amp; KS1 in line with year group expectations.</li> <li>• Children joining their handwriting neatly in KS2 in line with KS2 expectations.</li> </ul>
Improve the emotional wellbeing of eligible pupils.	<ul style="list-style-type: none"> <li>• Eligible pupils will have the self confidence needed to enable them to access their lessons.</li> <li>• Good attendance.</li> <li>• Children state that they are happy in school and enjoy their learning.</li> <li>• PSHE lessons and other in school activities to promote emotional wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children have access to a Play Therapist if required.</li> <li>• All children have the opportunity to attend school trips, residential and extra-curricular activities.</li> <li>• Children have access to Yoga and breathing strategies.</li> </ul>
Maintain high attendance of PP children.	<ul style="list-style-type: none"> <li>• Children achieve the 95% attendance.</li> <li>• Supporting parents with Early Help</li> <li>• Regular review meetings and action plans in place for disadvantaged children</li> </ul>
Raise parental engagement levels to support accelerated progress for pupils.	<ul style="list-style-type: none"> <li>• Resume trips and educational visits now that the pandemic restrictions have lifted.</li> <li>• Increase the profile of reading in the school through parent workshops.</li> <li>• Opportunities for parents to come into school and help children with their reading, writing and maths.</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: £ 49,995 - *Split across 2 areas*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged pupils have appropriate access to digital technologies to allow them to engage in effective reading / home learning	<p>Equality Act 2010</p> <p>Provide each pupil premium child with a Chromebook for use at home- this will allow them reliable and individual access to the internet including google classroom where weekly homework is posted.</p>	1,2,4

	<a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222</a>	
<p>Purchase a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>(Little Wandle)</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,4,5
<p>Additional daily reads and reading comprehension activities for disadvantaged children and higher achievers.</p> <p>(Accessed through Reading Eggs, Reading Explorers, Pathways, Nessy and Little Wandle)</p>	<p>Oral language – emphasising spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both.</p> <p>Approaches include targeted reading aloud and discussing books with young children, explicitly extending pupils’ spoken vocabulary. Children benefit socially and academically.</p> <p>Evidence shows that small group tuition is effective and the smaller the group the better.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,4,5
<p>Ensuring staff have access to current and relevant CPD</p>	<p>Supporting continuous and sustained professional development on evidence based classroom approaches is important to develop the practice of teachers. Effective professional development builds knowledge, motivates teachers,</p>	2,3,4,5

	<p>develops techniques and embeds good practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p>	
<p><i>TA provision maintained across school</i></p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2,3,4,5
<p><i>Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and to access the evidence lead training - reading ambassadors course.</i></p>	<p>We have been developing partnerships with others school and organisations that help develop and improve practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1635355217</a></p>	1, 4



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

Budgeted cost: £ £ 49,995 - Split across 2 areas

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in the form of catch up sessions or through precision teaching.</i></p>	<p>Making best use of teaching assistants (EEF Guidance Report)</p> <p>Speech and Language reports</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2,4,5</p>
<p><i>Use of technology to aid and support children. Century tech, reading plus, Reading Eggs, TTRS and Nessy.</i></p>	<p><i>We use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support children more broadly, for example by tracking pupil data.</i></p> <p><i>We use technology to improve learning, we consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</i></p> <p><i>Supporting resources:</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>	<p>1,2,4</p>

<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by our Jigsaw PSHE scheme and Speech and Language.</i></p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. We've considered whole-class approaches as well as targeted interventions, we're monitoring the impact of these choices carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>2,3</p>
<p><i>Implement research-based intervention strategies to enable disadvantaged pupils to achieve age-related expectations.</i></p>	<p>Assessments and observations clearly identify the target group of children. Careful, planning and provision is bespoke to the needs of the identified children who are having additional targeted support. NFER educational research indicates that successful schools 'aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.'</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £3,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>

<p><i>time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</i></p>		
<p><i>Teaching assistant PD and retention of staff ELSA training</i></p>	<p><i>Staff are kept motivated through progression in their skill set. Staff are trained to deal with the growing number of PSHE problems that schools face.</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p>	<p>2,3,4</p>
<p><i>Play Therapy</i></p>	<p>Play therapy is used to support the social, emotional and behavioural skills. This support is linked to positive outcomes later in life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p>	<p>2</p>
<p><i>Reintroduce wide variety of after school activities to boost pupils' self-esteem; emotional health and wellbeing and resilience. Extra curricular activities such as trips, visits, sports clubs and music tuition.</i></p>	<p>SEMH is vital for all pupils' to improve their interaction with others and self-regulation of emotions. Investing some of the PP funding into whole school development will support PP pupils and non PP pupils. EEF research suggests that 'Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' Good attendance is crucial to good attainment- when children enjoy coming to school there is attendance is higher.</p>	<p>1,2,3,4</p>

**Total budgeted cost: £56,471**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was similar to in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were achieved.

#### Early Years Foundation Stage

- There were two eligible pupils in EYFS
- Two pupils made good progress working towards a good level of development, this was missed in different areas for different children

#### Year 1 Phonics

- There were six eligible pupils in Year 1.
- Three pupils achieved the expected standard.

#### Key stage 1

- There were four eligible pupils in Year 2.
- Two pupils achieved the expected standard in reading.
- One pupil achieved the expected standard in writing.
- Three pupils achieved the expected standard in maths.
- One pupil achieved the expected standard in reading, writing and maths combined.

#### Key Stage 2

- There were seven eligible pupils in Year 6.
- Three pupils achieved greater depth in reading.
- Two pupils achieved the expected standard in reading.
- Three pupils achieved greater depth in writing
- Two pupils achieved the expected standard in writing.
- The pupils achieved greater depth in maths.
- Two pupils achieved the expected standard in maths.
- Three pupils achieved greater depth in reading, writing and maths combined.
- Two pupils achieved the expected standard in reading, writing and maths combined.

#### Summary of Impact and lessons learned

##### Factors having a significant impact on attainment and progress for all identified pupils.

- Differences in support available at home.
- Emotional wellbeing of pupils linked to National Lockdown
- High quality teaching and learning.
- Additional CPD opportunities for school staff.

### Foundation Stage

- Speech and language support in foundation stage had a positive impact on progress for all identified pupils.
- Pupils who did not achieve a good level of development will need targeted interventions to accelerate progress to diminish differences towards achieving ARE at the earliest opportunity in identified areas.

### Year 1 Phonics

- Signposting to useful resources and strong parental support had a positive effect on pupil progress.
- SLT programme and small group based interventions
- Targeted individual and class-based interventions following the national lockdown had a positive impact on progress for identified pupils.

### Key Stage 1

- Targeted individual and class-based interventions in reading, writing, spelling and maths following the national lockdown had a positive impact on progress for pupils.
- TA and parental support and delivery of high impact quality interventions in key areas including spelling, reading, writing and maths.
- High quality remote learning provision through both live and recorded lessons.
- Speech and language support had a positive impact on progress for all identified pupils.

### Key Stage 2

- Targeted individual and class-based interventions in reading, writing, spelling and maths following the national lockdown had a positive impact on progress for identified pupils.
- Outstanding TA support and delivery of high impact quality interventions in key areas including Maths and spelling.
- High quality remote learning provision through both live and recorded lessons.

## 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
Play Therapy	Carrie Day
Nessy	Nessy Learning
Jigsaw PSHE	Jigsaw Education Group

