# A cartoon bee with a letter b Description automatically generatedPupil premium strategy statement – Bradshaw Primary School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) and DfE’s [pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | 35 children  19.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Jason Heatley |
| Pupil premium lead | Jason Heatley |
| Governor / Trustee lead | Derrick Clarke- CoG |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,320 |
| 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* | £53,320 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Bradshaw Primary School, we support children with a wide range of needs and challenges. It is however, our intention is that all pupils, irrespective of their background, disability or circumstance make good progress and achieve high levels of attainment across all subject areas. We want to ensure that every child has the opportunity to succeed and thrive regardless of starting point. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are high attainers. Funding will also ensure that disadvantaged pupils experience a wide range of extended opportunities, and finance will not be a barrier to participation.

At Bradshaw Primary School, we are committed to raising the attendance and engagements of all pupils, especially those who are disadvantaged. By providing a wide range of opportunities within, and outside of the curriculum, pupils will experience a range of different activities, where they can find their passion and develop new skills. These high levels of participation, will encourage the children to come to school, meaning that attendance will improve. Families who find attending on a regular basis challenging, will be monitored and supported to make improvements in a timely manner.

We will use the Pupil Premium grant funding to support and raise educational attainment, developing a package of support and additional measures aimed to tackle the challenges to achievement which we have identified among our disadvantaged pupils. However, 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.

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 the pupils of Bradshaw excel.

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils suggest that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers leading to a lower percentage of disadvantaged pupils reaching both the expected and high standards in English at the end of KS2. The importance of early reading and phonics development. |
| 2 | Increased financial challenges have meant that our families have less disposable income to spend on developing their child’s cultural capital. Discussions with children and parents show that the opportunities provided for all children, but especially those who are disadvantaged have been reduced. This means that as a school, we are faced with a moral responsibility to provide these additional opportunities, both within the curriculum and as extra-curricular clubs. |
| 3 | Increasingly there are a number of children who are demonstrating SEMH needs, including attachment and school avoidance. Bradshaw school looks to support all children who demonstrate such challenges, but this is especially prevalent with disadvantaged children who face increasingly complex needs. A significant part of this provision is adapting the learning environment to support pupils who demonstrate SEMH needs. |
| 4 | Data analysis shows that Pupil Premium children make good progress over the course of their time at Bradshaw, however attainment of disadvantaged pupils at the end of Key Stage 2 remains below national average when compared to all pupils, and below their peers within school. Increasing the level of attainment and continuing to close the gap to their peers remains a priority. |
| 5 | Attendance for our disadvantaged children is below that of their peers. It is important that systems are in place to monitor and promote high levels of attendance for all pupils, especially those that are vulnerable and disadvantaged. |
| 6 | Developing quality first teaching and learning across a range of subjects, is a school-wide priority. Bradshaw offers a broad and balanced curriculum that improve children’s skills across all subjects. |

## 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.

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| Intended outcome | Success criteria |
| Maintain high standards in early literacy skills, specifically phonics and reading. | * An external review of EYFS curriculum, environment, provision & practice will have taken place, and recommendations acted upon * All children make good progress from their entry points. 40% of disadvantaged children achieving a Good Level of Development (GLD) by the end of EYFS. The target is to increase GLD for Disadvantaged Pupils to 100%. * Year 1 phonics screening check outcomes show that 50% of disadvantaged pupils achieved the expected standard in 2023- 2024. The target is to increase this to 70% in 2024/2025. * Children are more confident in their reading and have greater access to all areas of the curriculum. * Staff have the skills to teach phonics in an effective and systematic way. * High-quality resources used consistently across EYFS and Key Stage 1, to support effective teaching of phonics and early reading, including the use of phonetically decodable reading books. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | * Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The curriculum is tailored to identify and promote language development, increasing children’s vocabulary development. |
| Improved standards in early literacy sustained and built upon throughout Key Stage 2 | * High quality teaching and learning along with robust assessment resulting in improved outcomes for all pupils. * Key Stage 2 reading outcomes in 2023/24 show that 67% of disadvantaged pupils achieved the expected standard at the end of Key Stage 2. The aim for the academic year 2024/2025 is to increase this to 83%. * Key Stage 2 writing outcomes in 2023/24 show that 67% of disadvantaged pupils achieved the expected standard at the end of Key Stage 2. The aim for the academic year 2024/2025 is to increase this to 83%. |
| Improved attainment levels for all pupils in combined Reading, Writing and Maths. | * Any attainment gaps will have been identified for all pupils and those who are disadvantaged, are identified during baseline assessments in Autumn Term. * Accelerated progress is made to close identified gaps and ensure that children previously achieving at age-related expectations remain on track to achieve these. * Key Stage 2 Maths outcomes in 2023/24 show that 33% of disadvantaged pupils achieved the expected standard at the end of Key Stage 2. The aim for the academic year 2024/2025 is to increase this to 67%. |
| Raise levels of aspiration, self-confidence and resilience of disadvantaged pupils. | High levels of aspiration, self-confidence and resilience from 2024/25 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations * A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. * A significant proportion of disadvantaged pupils will have accessed a wide and varied range of experiences which enable them to expand their knowledge and views of the world and develop as well-rounded adults. * Develop their self-esteem, enjoyment, knowledge, vocabulary and well-being. |
| Raise attendance of disadvantaged pupils to 94% or higher. | * Attendance data for the academic year 2023-2024 shows that the regular attendance of disadvantaged children was 92.6%, with the whole school attendance being 94.6%. This is a 2% difference. Absence across all primary schools was recorded as 94.6% for all pupils, meaning that the attendance of disadvantaged pupils at Bradshaw is below that of all pupils nationally. In 2024/ 2025, we will am to increase the attendance of disadvantaged pupils to at least 94%. * Robust monitoring in conjunction with the local authority attendance team, and in line with the Trust Attendance Charter, ensures that attendance of disadvantaged pupils remains in line with that of the wider school community and that persistent absence is challenged effectively and in a timely manner. * A graduated approach is embedded with supportive measures in place to address barriers to attendance, including early help and praise. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,352

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils | The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.  [1. High-quality teaching | EEF](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching)  The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF’s ‘tiered approach’ to pupil premium spending, which states that high quality teaching is the first and most crucial tier.  Embedding the Literacy Pathways will ensure that all children’s Literacy skills are improved, sustaining ambitious levels of attainment for all pupils. Thus will support development of both reading and writing skills, improving attainment.  External support has also been provided in order to develop EYFS provision and the quality of teaching and learning in Maths.  Additional work will be conducted on improving teaching and learning in relation to the foundation subjects, over the course of the year. | 4, 6 |
| Professional development to support implementation of approaches | [Teacher professional development | EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development)  Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.  Significant resources have been provided within school to enable the professional development of colleagues, with the aim of improving teaching and learning. This has predominantly been focus on improving standards in reading, writing and maths, as well as increasing the fidelity to our phonics programmes.  The provision within EYFS has also been as significant focus, with professional development around enabling environments, planning and challenge forming much of this input. | 1, 4, 6 |
| Mentoring and coaching for teachers | [Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims Quantitative Education Research](https://samsims.education/2019/02/19/247/)  Leadership Monitoring will provide a range of feedback relating to the various whole school priorities. Key focus areas this year are consistently high quality delivery of reading and writing through the use of Literacy Pathways, Maths reasoning, the consistent delivery of phonics and early reading, alongside EYFS provision. Although each of these area benefit all pupils, they also have a specific focus on the lowest 20% including those children who are disadvantaged and Pupil Premium.  ECT teachers receive their statutory mentoring time, and a significant part of these conversations relate to improving the outcomes of disadvantaged pupils.  Significant time is put aside during summative assessments each term to discuss the outcomes of all pupils, to identify underachievement and demonstrate the pupils with significant needs. | 1, 4, 6 |
| Supporting the recruitment and retention of teaching staff | [Teacher recruitment and retention in England - House of Commons Library](https://commonslibrary.parliament.uk/research-briefings/cbp-7222/)  A number of strategies are applied in order to support staff well-being, including PPA time being taken at home and a well-being day provided for staff each academic year. | 4, 6 |
| Technology and other resources that support high-quality teaching | [New EEF guidance report published: 'Using Digital Technology to… | EEF](https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning)  [3 Takeaways from the Digital Technology… | Bradford Research School](https://researchschool.org.uk/bradford/news/3-takeaways-from-the-digital-technology-guidance-report)  Technology can enhance explanations and models  Technology can enhance purposeful practice  *“Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.”*  A number of resources have been utilised to allow children the opportunity to develop basic skills in the core areas of Literacy and Maths. Chromebooks are provided within school and there has been a significant investment in iPads. This allows us to provide with various apps being provided which can be accessed in school, as well as at home. | 1, 4, 6 |

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

Budgeted cost: £27,300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1-to-1 and small group tuition | [One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.  The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Finding show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.  When specific needs are identified for a child or a group of children following a summative assessment (these take place at least termly) intervention is put in place to address these gaps. These include 1:1 TA tuition and timetabled small group intervention on a daily basis. The impact of these activities is that disadvantaged children make accelerated progress towards identified targets.  Our adaptive practices also support this approach with children receiving pre and post taught sessions in order to address any misunderstanding and to challenge any misconceptions. These are provided by both TAs and Class teachers. | 3, 4, 6 |
| Targeted interventions to support language development, literacy and numeracy | [Improving Literacy in Key Stage 1 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2 | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  [Reading comprehension strategies | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:  Intervention is provided with a specific focus on phonics, reading fluency, guided reading (for comprehension) and basic number skills including times tables. These occur daily and look to build on the basic skills introduced and taught within lessons. As part of increasing the number of interventions that take place, we have made a significant investment in the learning environment to facilitate that sessions. This has included increasing capacity with a small learning environment.  As part of this process, the children’s progress is used using both formative and summative assessment. These assessments take place to review progress in phonics understanding, reading fluency (assessed at an age-appropriate level) and maths knowledge. These are also a focus for homework, which increases the children’s ability to reflect on their individual learning. | 1, 3, 4, 6 |
| Targeted interventions and resources to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND) | [Special Educational Needs in Mainstream Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  Special educational needs are identified at the earliest possible point. Many interventions take place while the children are in Reception, ensuring that any physical or academic needs is recognised and interventions to support this need are put in place. This would be the case for all pupils, but our needs tracker specifically identifies children who are disadvantaged, summer born, have an identified SEND need, or demonstrate complexity through a combination of any of these factors.  There has been significant investment in applying for, and then implementing Educational Health Care Plans (EHCPs). This includes providing resources, training and improving the provision within classrooms.  Speech and language programmes are delivered when required, and physical needs around fine and gross motor skills are addressed through targeted interventions. | 3, 4, 5, 6 |
| Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions | [Teaching Assistant Interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  [Making Best Use of Teaching Assistants | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  All colleagues have received training around the EEF guidance on ‘Making the Best Use of Teaching Assistants’. This has meant that increasingly, these skilled individuals are utilised within class in order to effectively support our disadvantaged pupils.  Teaching Assistants participate in regular training, and they each have an individual development plan, meaning that they enhance their knowledge of specific areas, such as phonics, TEAM teach and pupil well-being.  The focus on adaptive practice has been shared with all colleagues, meaning that increasingly, teaching and learning is effective in meeting the needs of all pupils before, during and following the lesson. Teaching Assistants are becoming increasingly confident at scaffolding and modelling learning for the children, especially those who have an identified need or are disadvantaged. | 1, 3, 4, 5, 6 |

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

Budgeted cost: £16,820

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Supporting pupils’ social, emotional and behavioural needs | [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [Improving Social and Emotional Learning in Primary Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)  [Improving Behaviour in Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour)  An ELSA (Emotional Literacy Support Assistant) has been appointed to the school and this provides targeted support for those children who have recognised SEMH needs, including those who are disadvantaged. This allows a programme to be run during the afternoon sessions. There has also been significant investment in a nurture room that allows children with specific sensory needs to receive planned and spontaneous support when at crisis point.  A further focus for supporting children with SEMH needs relates to improving the provision within our Forest School. All children will have access to this provision, but a number of disadvantaged children will be provided with additional, tailored sessions to support their development. | 3, 5 |
| Supporting attendance | [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).  [Supporting attendance | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance)  The school runs a number of initiatives aimed at improving attendance. Children with 100% attendance are also recognised on a termly basis.  Regular meetings are held between our attendance lead and the local authority, with support being provided to families, especially those who are disadvantaged, when attendance becomes of concern.  As part of our trust charter, a number of initiatives have been introduced to support children’s attendance, including ‘nudge’ letters when attendance falls below 95% and ‘2 minutes for 10 days’, which is designed to engage children in school and develop a sense of belonging. | 5 |
| Extra-curricular activities, including sports, outdoor activities, arts, culture and trips | [An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK](https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility)  [Arts participation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation)  [Physical activity | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)  The participation of disadvantaged children in after-school clubs is monitored and costed, ensuring that all children, especially Pupil Premium, have extended opportunities within and outside of the curriculum. Opportunities to go on trips allow children to develop the cultural capital, withdrawing financial restrictions as a barrier to such opportunities.  Clubs, such as those that enhance physical activity including rugby and football, all for increased exercise. Archery, guitar and art club, develop those skills that children may otherwise not have the opportunity to experience. | 2, 5 |
| Breakfast clubs and meal provision | [Free school breakfast provision | EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision)  Breakfast and after-school provision is provided on-site, through a school operated provider. This is a very popular service that is utilised well by parents.  Breakfast is provided for disadvantaged pupils in the form of toast and milk. Pupil Premium can order this as required. | 2, 5 |
| Communicating with and supporting parents/carers | According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment  [EEF-Parental-Engagement-Guidance-Report.pdf](https://admin.barnet.gov.uk/sites/default/files/2023-04/EEF-Parental-Engagement-Guidance-Report.pdf)  As a school, we have worked tirelessly to engage with all pupils, but especially those with complex needs and/or those who are disadvantaged. We provide support through the Early Help process, and this is an important part of our statutory work around safeguarding. We have 3 Designated Safeguarding Leads, each with a high level of training, allowing us to provide significant support, when required.  We offer a number of parent courses, including around the teaching of phonics, managing behaviour and support children’s mental health. These can also be delivered by external partners, with whom we have very positive relationships.  We meet with parents formally at least 2 times per year. This is in the form of Parents’ Evenings. There are also informal events such as class performances and whole school events, like singing around the Christmas tree. These activities have been introduced to build positive relationships with parents, with families turning to school in a time of crisis, and advise them on how best to support their children’s learning. | 2, 3, 5 |

**Total budgeted cost: £57,472**