



## Pupil premium strategy statement – Bradshaw Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), 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

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	36 children 22.3%
Academic year/years that our current pupil premium strategy plan covers	2025/26, 2026/7, 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Rhian Hill
Pupil premium lead	Rhian Hill
Governor / Trustee lead	Lee Mitchell- CoG

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£48,480

## 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 as well as being both socially and academically prepared for the next step in their education. 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 to thrive. To ensure our approaches are effective we will endeavour to act early and intervene at the point need is identified and have adopted a whole school approach in which all staff take a responsibility for the expectations of achievement and the outcomes of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment data</b></p> <p>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.</p>
2	<p><b>Parental engagement and confidence</b></p> <p>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.</p> <p>We recognise the importance of working closely with parents to support pupils. We are also identifying trends in the rise of families requiring Early Help and Social Care involvement.</p>
3	<p><b>Speech and Language</b></p> <p>Assessments and observations of our pupils indicate a widening vocabulary gap and underdeveloped oral skills. This is more prevalent in many of our disadvantaged pupils and spans from Reception through to Year 6. We are experiencing an increase in pupils starting school in EYFS with increasingly complex communication and interaction needs that require specialist support for external services.</p>
4	<p><b>Additional SEN needs</b></p> <p>45% of PP children have additional SEN needs. 9% of PP children have an EHCP</p>
5	<p><b>Attendance</b> (absence rates)</p> <p>Our attendance data over the last 2 years indicates that attendance among our disadvantaged pupils has been lower than for our non-disadvantaged pupils.</p> <p>Attendance continues to be high profile, it is tracked on monitored on a weekly basis. If attendance drops below identified thresholds, as outlined in the Omega Trust Attendance charter, then letters are sent in accordance with the percentage attendance. We attend half term attendance network meetings within the trust and work closely with</p>

	<p>the local authority attendance team to support families to increase attendance.</p> <p>The main reasons for persistent absenteeism in our disadvantaged children are illness, SEMH needs and medical needs.</p>
6	<p><b>Mental Health</b></p> <p>Increasing numbers of disadvantaged pupils are being identified as having a SEMH need, including EBSA. This is resulting in an increased number of referrals to partner agencies such as MHST and St Joseph's.</p> <p>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.</p> <p>Headteacher has completed the Department for Education, 'Certificate in the role of Senior Mental Health lead'.</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
Maintain high standards in early literacy skills, specifically phonics and reading.	<ul style="list-style-type: none"> <li>All children make good progress from their entry points. 50% (1 child) of disadvantaged children achieved a Good Level of Development (GLD) by the end of EYFS which is an increase from the previous year when it was 60%. The target is to increase GLD for Disadvantaged Pupils to 100%.</li> <li>Year 1 phonics screening check outcomes show that 50% of disadvantaged pupils achieved the expected standard in 2024- 2025. The target is to increase this to 70% in 2025/2026.</li> <li>Children are more confident in their reading and have greater access to all areas of the curriculum.</li> <li>Staff have the skills to teach phonics in an effective and systematic way.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Improved attainment levels for all pupils in combined Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>• Any attainment gaps will have been identified for all pupils and those who are disadvantaged, are identified during baseline assessments in Autumn Term.</li> <li>• Accelerated progress is made to close identified gaps and ensure that children previously achieving at age-related expectations remain on track to achieve these.</li> <li>• Attainment for disadvantaged pupils is in line with attainment for non-disadvantaged pupils.</li> </ul>
Children to have knowledge/skills in line with national expectations	<ul style="list-style-type: none"> <li>• Data in line with national expectations</li> <li>• Gaps are diminished</li> </ul>
Improved parental engagement and communication	<ul style="list-style-type: none"> <li>• greater engagement with home-school learning as evidenced through communication books and reading records</li> <li>• a positive upturn in attendance by parents for consultation meetings and other arranged appointments and opportunities during the academic year</li> <li>• Increase in Early Help referrals</li> </ul>
Children understand and manage their own emotions with little disruption to learning	<ul style="list-style-type: none"> <li>• positive play across whole school</li> <li>• better use of regulating emotions modelled by staff</li> <li>• Zones of regulation understood and strategies used to regulate emotions</li> </ul>
Additional needs (SEN/SEMH/EAL) are fully met and do not hinder progress	<ul style="list-style-type: none"> <li>• TAs/class teachers deliver interventions in line with individual targets</li> <li>• Implementation of revised SEND policy</li> <li>• Staff use EEF research to identify/review interventions relevant for cohorts and PP</li> <li>• Successful implementation of Trust charters for SEND and Curriculum</li> <li>• New resources purchased following recommendations from external professionals</li> <li>• Implementation and measurable</li> </ul>

	<p>impact of WELLCOMM assessments from Reception to Y6.</p>
<p>Reduce the attendance gap between disadvantaged and non-disadvantaged pupils to 1%.</p>	<ul style="list-style-type: none"> <li>Attendance data for the academic year 2024-2025 shows that the regular attendance of disadvantaged children was 92.8%, with the whole school attendance being 94.3%. This is a 1.5% difference. While the attendance rates for disadvantaged children did increase across the course of the academic year it was a significant increase and did not hit the target of 94%.</li> <li>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.</li> <li>A graduated approach is embedded with supportive measures in place to address barriers to attendance, including early help and praise.</li> </ul>
<p>Continued strengthening of pupils resilience and regulation - in line with behaviour policy and PSHE provision across school</p>	<ul style="list-style-type: none"> <li>Reduction in low level behaviour</li> <li>Pupil voice reflects the positive attitude of all learners</li> <li>My Happy Mind</li> <li>Decreased incidents labelled 'dysregulation' on CPOMS</li> <li>Increased parent engagement with support systems such as My Happy Mind parent app and coffee mornings.</li> <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> </ul>

## 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: £12,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
CTI (committed to inclusion) training -be the EHCP panel -sensory integration -EBSA solution circles -Educational Psychologist pilot scheme	<p> <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">Teacher professional development   EEF</a> </p> <p>We are committed to ensuring that we are reactive and proactive to the training needs of staff in order to be able to best support for pupils.</p>	4, 5, 6
Participation in the PINS project	<p> <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">Parental engagement   EEF</a> </p> <p>The PINS project (partnerships for inclusion of neurodiversity in schools) supports collaboration between school and parents. Since 40% of our disadvantaged pupils are on the ND pathway or have a diagnosis it is importance to ensure provision and support is in place to support their needs.</p> <p>Increased books in class libraries increases knowledge, understanding and tolerance between peers and promotes equality and diversity. This increases self esteem and removes barriers to learning.</p> <p>Coffee mornings for parents provides support and networking opportunities for the wider school community.</p>	2, 4, 5, 6
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	<p> <a href="#">High-quality teaching   EEF</a> </p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Continued CPD to support the embedding of the Literacy Pathways and Maths curriculum 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, oracy and writing skills, improving attainment.</p> <p>External support has also been provided in order to develop EYFS and Year 1 provision as well as Maths.</p>	1, 3
Professional development to support	<p> <a href="#">Teacher professional development   EEF</a> </p>	1, 3, 4

implementation of approaches	<p>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, oracy, writing and maths, as well as increasing the fidelity to our phonics programmes.</p> <p>The provision within EYFS has also been as significant focus, with professional development around enabling environments, planning and challenge forming much of this input.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 and small group tuition	<p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p> <p>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.</p> <p>Our adaptive practices also support this approach with children receiving pre and post taught sessions in order to address any</p>	1, 4

	<p>misunderstanding and to challenge any misconceptions. These are provided by both TAs and Class teachers.</p>	
<p>Targeted interventions to support language development, literacy and numeracy</p>	<p><a href="#">Improving Literacy in Key Stage 1   EEF</a>  <a href="#">Improving Literacy in Key Stage 2   EEF</a>  <a href="#">Improving Literacy in Secondary Schools</a>  <a href="#">Reading comprehension strategies   EEF</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>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.</p> <p>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.</p>	<p>1, 2, 3, 4</p>
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p>	<p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p>AET training accessed by school to support learners with a ND diagnosis - 40% of disadvantaged pupils have a ND diagnosis or are on the referral pathway.</p> <p>Interventions purchased to support ND pupils – LOLA and Transporters</p> <p>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. Ensuring that we have to correct number of additional adults to effectively support the additional needs and skill/knowledge gaps of our</p>	<p>1, 3, 4, 6</p>

	disadvantaged learners has been a key component of our SIP.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p><a href="#">Social and emotional learning   EEF</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>  <a href="#">Improving Behaviour in Schools   EEF</a></p> <p>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 the sensory provision within the nurture room that allows children with specific sensory needs to receive planned and spontaneous support when at crisis point.</p> <p>EBSA solutions circles – attendance and engagement with the initiative which is lead by the Educational Psychology team.</p>	5, 6
Supporting attendance	<p><a href="#">working together to improve school attendance.</a>  <a href="#">Supporting attendance   EEF</a></p> <p>The school runs a number of initiatives aimed at improving attendance. Children with 100% attendance are also recognised on a termly basis.</p> <p>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.</p> <p>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.</p>	2, 5

<p>Extra-curricular activities, including sports, outdoor activities, arts, culture and trips</p>	<p><a href="#">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</a>  <a href="#">Arts participation   EEF</a>  <a href="#">Physical activity   EEF</a></p> <p>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.</p> <p>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.</p>	<p>2, 5, 6</p>
<p>Communicating with and supporting parents/carers</p>	<p><a href="#">EEF-Parental-Engagement-Guidance-Report.pdf</a></p> <p>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. Our Designated Safeguarding Lead has a high level of training, allowing us to provide significant support, when required.</p> <p>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.</p> <p>Supply cover costs allow teachers and SLT to meet with parents to discuss attainment, progress and targets.</p>	<p>2, 4, 5, 6</p>

**Total budgeted cost: £48,480**