

Pupil premium strategy statement 2025-26



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	232
Proportion (%) of pupil premium eligible pupils	98 (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Moorcroft
Pupil premium lead	Helen Moorcroft
Governor / Trustee lead	Wendy Holden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,805
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£131,805

Part A: Pupil premium strategy plan

Statement of intent

At Bredbury Green Primary School we believe that children can grow and develop both academically and personally. We take pride in our achievements and have high expectations for each child in every aspect of their work – captured by our underlying school mission statement: **‘To inspire and empower children in a supportive and inclusive environment creating self-belief, independence and respect.’**

We are determined to improve the life chances of our most disadvantaged children and break the link between background and futures success. Our vision is for all pupils, irrespective of their background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve these.

Our school values of self-belief, independence and respect apply to every child. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and narrow the gap between the attainment of disadvantaged pupils and their peers.

We will consider the challenges faced by vulnerable pupils through high quality teaching, targeted academic support and wider strategies to help pupils to attend, belong and succeed. 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.

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

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

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

https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf

Challenges

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

Challenge number	Detail of challenge
1	<p>Retention of key facts and knowledge.</p> <p>Assessments, observations and pupil outcomes suggest that disadvantaged pupils have great difficulty retaining key facts and information and unlocking prior knowledge to support new learning. RWM outcomes from Y6 2025 were 71%, although above national averages this is lower than the previous two years.</p>
2	<p>Early Reading and Phonics and development of this into Reading for Pleasure.</p> <p>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. However, due to QFT and interventions in the Year 1 phonics check the difference is minimal e.g. disadvantaged pupil 83.3% and non-disadvantaged 85.7% (2025).</p>
3	<p>Specific academic needs and academic confidence</p> <p>Our assessment and outcomes show that disadvantaged pupils are not making the same level as progress as pupils who are not disadvantaged particularly in reading, for example, in year 6 (2025) there was an 18% difference at EXS between disadvantaged pupils and non-disadvantaged. At the GDS standard outcomes were excellent at 41% and there was only a 2% difference.</p>
4	<p>Social Emotional and Mental Health (SEMH)</p> <p>Social and emotional issues remain a priority for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. Our SEMH panel meet half termly to review these pupils and to discuss new referrals. This is led by our DHT who is the Mental Health Lead. Cases are identified within the responses bands from Level 1 to Level 6.</p>
5	<p>Oral Language and Vocabulary</p> <p>Our assessments, observations, and discussions with pupils suggest underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in EYFS and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. At KS1 2025 reading outcomes show a considerable gap between disadvantaged at 60% EXS, non-disadvantaged at 82%.</p>
6	<p>Attendance and Punctuality</p> <p>Attendance and punctuality data for some of our disadvantaged pupils is comparatively lower than that of the rest of our school. Last academic year 24-25 overall attendance was 93.7%, for disadvantaged pupils it was 92.9%. 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 social, emotional and mental health.</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
<p>Attainment of disadvantaged pupils will be equivalent, or greater than that of their peers with similar starting points:</p> <ul style="list-style-type: none"> Disadvantaged pupils will be making at least good progress from their respective starting points. Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths. Disadvantaged pupils perform in line with non-disadvantaged pupils in EY, Phonics and in End of Key Stage Assessments The percentage of disadvantaged children achieving EXS will be in line with non-disadvantaged pupils. 	<ul style="list-style-type: none"> Class Teachers will provide QFT strategies Assessment blueprint to be implemented successfully and elements used in the different stages of the learning cycle e.g. retrieval practice, diagnostic assessment Pupil progress to be analysed and discussed through Standards Review Meetings termly with SLT and Assessment Lead Subject/Phase Leaders will monitor pupil outcomes (through observations and book moderations) <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> In-year assessment data using SIMS to capture End of year assessment trackers for all subjects. ELG/ End of Key Stage assessment outcomes in relevant year groups
<p>Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure. Interventions such as Lightning Squad will support pupils in lower KS2</p>	<ul style="list-style-type: none"> Teachers to use 'Tutoring with the lightening Squad' as an intervention support. ECL team will support the teaching or reading and early phonics across school ECL team will support whole school teaching of phonics
<p>To achieve and sustain improved SEMH and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of social, emotional, mental health and wellbeing demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils -less pupils identified for support to triage at SEMH panel

Improved oral language skills and vocabulary among disadvantaged pupils.	<p>-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.</p> <p>-Implementation of strategies from Stockport Speaks (Oracy project) particularly in EY/KS1</p>
Ensure attendance and punctuality of disadvantaged pupils' remains in-line with the school target and with non-disadvantaged pupils.	<p>-Pastoral Lead role to oversee attendance across the school</p> <p>-Regular review meetings and action plans in place for disadvantaged children in line with Attendance Policy</p>

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: £51,752.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	<p>Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit).</p> <p>This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'. Utilising the skills and expertise of our Pastoral Lead will be used to identify appropriate and targeted support for disadvantaged pupils.</p>	4
<p>Additional daily reads and reading comprehension activities for disadvantaged children</p> <p>FFT training for intervention</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 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. (School-Led Tutoring Guidance.) Evidence from the EEF shows small-group</p>	2

programme s.	<p>tuition can add around four months of learning progress for disadvantaged pupils. The EEF recommends using tutoring as part of a targeted academic support strategy.</p> <p>On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Carry out Wellcomm assessments and introduce programme to the Reception cohort of children to ensure the speech and language gap between disadvantaged and non-Disadvantaged is closed.</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 a child's vocabulary and oral language: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Speech and Language therapy buy back (under Balance System to ensure we have a SALT Link Worker. We can then use suggested strategies from her to implement intervention by school staff.</p>	5

Professional Learning allowing for studying of theories with direct links to implications for the classroom	<p>The most effective teachers ensure that students efficiently acquired, rehearsed, and connected knowledge. Many went on to hands-on activities, but always after, not before, the basic material was learned.</p> <p>Rosenshine's Principle in Action</p> <p>Rosenshine's audit tool used within teacher development this year</p>	1,3
QFT Strategies	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	1,3
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum	<p>On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies).</p> <p>Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</p> <p>Reading rewards: bronze, silver, gold, platinum certificates and prizes</p> <p>100 top reads (KS2)</p>	2

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

Budgeted cost: £36,287.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>20% lowest readers engaging in additional phonics and reading sessions.</p> <p>Tutoring with the Jungle Club (KS1), Lightning Squad (KS2) FFT Lightning Squad Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. (The Educational Specialists TES)</p>	2
Additional maths sessions targeted for all children including disadvantaged.	<p>KS2 Mastering Number programme to be implemented to impact on children's number sense and ability to calculate mentally</p> <p>Teachers to be trained with the Maths hub programme and then this to be delivered across KS2</p>	1, 3, 5

Engaging with the National Tutoring Programme to provide school-led tutoring for pupils. 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	1,2,3
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our Pastoral Manager who will identify appropriate and targeted support for disadvantaged pupils	4

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

Budgeted cost: £43,765.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer views taken into consideration on Pupil Profiles	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school Class teacher meetings with parents/carers of children	4,6
Parent workshops One parent workshop/open session each term	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, July 2021)	3,1

Children will be supported, nurtured and given opportunities to talk confidentially with a highly trained counsellor	Provision of a Counsellor from Turn the Page company for one and a half days per week. High number of children need support with issues such as bereavement, separation, anger management and emotional wellbeing Some children will receive 1:1 sessions and others will benefit from the drop in service using the post box to identify themselves and the issue.	
Pupils who struggle to emotionally regulate are supported well by well trained and qualified staff	Team teach (level 2) Refresher training to be completed by six members of the staff team who have regular contact with identified pupils. De-escalation strategies are used and if pupils are in crisis strategies are used to keep themselves and others safe	
Support for pupils with regulation by staff in school and strategies to support this are developed as the pupils get older	SEMH panel to meet half termly led by the Mental Health Lead (DHT) to review pupils on the register or who are emerging concerns. Strategies are reviewed by the panel and further and further actions may be agreed including check ins, specific intervention etc.	
Pastoral Lead: Attendance	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE 2022) Attendance data is gathered, tracked and analysed using studybugs, SIMS and Perspective. Regular attendance meetings (SAM) for parents/carers for pupils whose attendance is causing concern with class teachers and Pastoral Lead. Other strategies such as Walking Bus, home visits, pastoral drop ins and EWO support meetings are all led by the Pastoral Lead	4,6

<p>SEMH specialist (Interventions)</p> <p>ELSA</p> <p>Mental Health First Aiders</p>	<p>Early intervention means identifying and providing effective early support to children and young people who are at risk of poor outcomes. Staff training is an essential starting point as we need to equip our school staff with high quality mental health training to notice pupils presenting challenges and poor mental health. (Anna Freud NCCF)</p>	4
<p>SEMH lunchtime support through use of the quiet room</p>	<p>Focus on SEMH support in KS2 through lunchtimes activities such as mindfulness colouring/drawing, construction, lego, jigsaws, reading. Also there will be calming music and fish tank on the screen to help with ambiance in the room. This will be staffed and will be based in a Y6 classroom</p>	4
<p>Limit or remove barriers by involving appropriate outside agencies to support families</p>	<p>Pastoral Lead to liaise with all the external agencies to ensure that families have the support they need</p> <p>Pastoral Lead to organize and attend TAC meetings and will involve other school staff when appropriate</p> <p>Termly TAS meetings with all agencies will be organized with all available agencies so appropriate support can be sought at the most appropriate time. These will be via invitation to parents/carers or can be accessed via drop-in</p>	1,3
<p>Facilitate engagement in a wide variety of enrichment opportunities to boost pupils' self-esteem; emotional health and wellbeing.</p> <p>Enrichment clubs Breakfast Club School Trips Peripatetic music teacher</p>	<p>SEMH is vital for all pupils' to improve their interaction with others and self-regulation of emotions. 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>	4

	<p>School to support financially attendance at extra-curricular clubs for PP and Cared for children. This will improve physical development and impact positively on health and well-being</p> <p>Music therapy sessions to support a group of 4 children in Y4 with EHCPs who benefit from this intervention to support their mental health and well-being</p> <p>Offer Breakfast Club to targeted families to support with morning routines which will improve attendance and lateness</p>	
A healthy school breakfast, without barrier or stigma, can set children up to succeed and give them the best chance to start the day positively and begin their learning	Children to have daily access to a nutritious breakfast of New York bagels from Nursery to Y6. School contributes 25% of the cost within the National Breakfast Programme	
Enhance the curriculum offer by giving children access to outdoor provision e.g. Forest School in a less formal but safe setting	<p>This approach fosters self-esteem, creativity, confidence, and independence. Forest School studies also show lasting benefits, cultivating a love of the outdoors that often carries into adulthood.</p> <p>Forest School increases a child's self-esteem through exploration, problem solving and being encouraged to learn how to assess and take appropriate risks depending on the environment.</p> <p>Forest School also caters different learning needs and styles</p>	

All children to have access to enrichment experiences on offer provided by the Manchester United Foundation	<p>Disadvantaged children do not have the same experiences that others have and school needs to ensure that there is equity in experiences for all children</p> <p>Pay transport costs to enable children to access experiences provided e.g. leadership development, access to competitive sports events, chill factore/play factore etc</p>	4, 3
Ensure no pupils are prevented from missing out on first hand experiences which are linked to the curriculum e.g. school trips, Y6 residential trip	Trip subsidies for families who would be unable to fund the trips. This could impact on the children as they would not be able to share or take part in experiences with their peers.	

Total budgeted cost: £131,805

