

# Pupil premium strategy statement



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 for the next 3 years, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Bradway Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Thomas Headteacher
Pupil premium lead	Chris Thomas Headteacher Sarah Rehman Pupil Premium Champion
Governor / Trustee lead	Joanna Skorokhod

## Funding overview \*subject to December's post LAC adjustment

Detail	Amount
Pupil premium funding allocation this academic year*	£127,380 Pupil Premium
Pupil premium funding carried forward from previous years	£20,000
<b>Total budget for this academic year</b>	<b>£147,380</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bradway Primary school, we believe all pupils, irrespective of their starting points or challenges, can achieve excellence across the curriculum. Our rich and varied curriculum offer makes an exceptional contribution to pupils' outcomes and the focus of this strategy is to ensure that disadvantaged pupils, including those who are already high attainers, make good progress and achieve aspirational goals.

Using high quality internal data, alongside expert knowledge of the children in our care, we are able to diagnose pupils' individual needs and implement evidence-based approaches that closely match our setting. When prioritising pupil premium funding, we take a tiered approach which includes targeted academic support as well as wider strategies such as attendance monitoring, behavioural support and enrichment opportunities.

Central to our tiered model is high quality teaching for all. Since good teaching disproportionately benefits disadvantaged children, senior leaders prioritise professional development so that every teacher is supported to keep on improving their practice. Regular communication between the pupil premium lead, safeguarding officer, SENDCo, assessment leader and all teaching staff, including the headteacher, results in comprehensive care for our disadvantaged pupils. Indeed, our close partnership allows high expectations to be shared and modelled consistently across the school while also ensuring we remain responsive to the changing needs of our cohorts.

There is a school focus on behaviour. We are teaching all children how to be ready, be respectful and be safe. We are creating a culture of exceptionally good behaviour: for learning, for community and for life. We ensure that all learners are treated fairly, shown respect and encouraged to promote good relationships. We refuse to give learners attention and importance for poor conduct. Exceptionally good behaviour, secure relationships and a strong sense of wellbeing are to the benefit of all children but benefit disadvantaged children more so, particularly at unstructured times such as playtimes.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low attendance</b> - We have seen an increase in severe absence, persistent absence and late arrivals for several of our disadvantaged children. We have 3 children not attending school. Our teachers report a negative impact on pupils' progress and preparedness for the day. Our disadvantaged attendance for Summer 2024 was 88.24% compared with non-disadvantaged of 94.69%. The persistent absenteeism gap between our disadvantaged and non-disadvantaged pupils stands at 25.21% Summer 2024.</p>
2	<p><b>Language acquisition</b> – Observations, assessments and discussions with pupils indicate that many of our disadvantaged children have vocabulary gaps compared with their peers. Although there are exceptions, this pattern is generally consistent from Reception to KS2.</p>
3	<p><b>Reading</b> – Observations and diagnostic assessments reveal many of our disadvantaged children find phonics tricky, read less than their peers and are achieving lower scores on their reading assessments. Attitudes to reading tend to be less favourable among our disadvantaged cohort, most of whom have limited access to books in the home.</p>
4	<p><b>Writing</b> - Writing reveals disadvantaged pupils are using less tier 2 and tier 3 vocabulary than their peers. Handwriting and general presentation is of a lower level as is sentence structure and technical accuracy. While this is indicative of many pupils, it is most acutely seen with our disadvantaged children.</p>
5	<p><b>Maths</b> – Observations and standardised testing over the last two terms has revealed gaps in basic number and arithmetic. Our teaching team have reported a need for many of our pupils, particularly disadvantaged to increase their confidence with key concepts in maths such as place value, as well as improving their fluency and recall such as number bonds and times tables.</p>
6	<p><b>Social and emotional</b> – Our reporting on CPOMs as well as discussions with pupils and families, indicate a significant increase in the number of children who are finding it difficult to manage their emotions. We have noticed an increase in the number of teachers who are referring pupils to the leadership team for support linked to social and emotional needs.</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. Ongoing checks and yearly reviews will be carried out to ensure we are on track to meet our ambitious targets.

Intended outcome	Success criteria
To improve sustained attendance for all children, especially our disadvantaged learners.	<p>By 2027/28, the in-school attendance gap between PP and non-PP children is closed. Disadvantaged attendance is in line with or above the national average.</p> <p>Persistent absenteeism gap of disadvantaged is reduced to no more than 10% compared to non-disadvantaged.</p>
Improved language skills, including vocabulary, for our disadvantaged learners.	<p>Teacher observations and ongoing assessments such as in philosophy sessions and reading lessons, indicate improvements in disadvantaged children's confidence, contributions and vocabulary choices.</p> <p>Targeted interventions show disadvantaged learners are applying their vocabulary development and catching up with their peers.</p> <p>The improvements in speaking and vocabulary development are transferred into children's written work.</p>
Improved reading attainment among disadvantaged pupils.	<p>By 2027/28*</p> <ul style="list-style-type: none"> <li>- Disadvantaged children passing their phonics screening check in Year 1 is in line with or above the national average.</li> <li>- Disadvantaged children passing their phonics resit screening in Year 2 is in line with or above the national average.</li> <li>- KS2 reading outcomes demonstrate the number of disadvantaged pupils meeting the expected standard or above is in line with or above the national average.</li> <li>- Accelerated Reader monitoring demonstrates that reading habits have improved for disadvantaged pupils, indicated the amount of time spent engaged in reading throughout KS2. A significant number of disadvantaged pupils are meeting their ambitious AR targets.</li> <li>- Lexia monitoring demonstrates all disadvantaged pupils are meeting their ambitious targets.</li> </ul> <p><i>*(unless they have a significant SEN need which prohibits this).</i></p> <p><i>Where national average comparisons are made, this is comparing our disadvantage children with disadvantage children nationally.</i></p>
Improved writing attainment among disadvantaged pupils	<p>By 2027/28*</p> <ul style="list-style-type: none"> <li>- KS2 writing outcomes demonstrate the number of disadvantaged pupils meeting the expected standard are in line with or above the national average</li> <li>- KS2 writing outcomes demonstrate the number of disadvantaged pupils meeting the greater depth standard, including all disadvantaged pupils with high prior attainment, is in line with or above the national average</li> </ul>

	<ul style="list-style-type: none"> <li>- Writing assessments throughout school demonstrate that all pupils, particularly those who are disadvantaged, are evidencing appropriate tier 2 and 3 vocabulary to convey meaning, use varied and accurate sentence structure and show excellent handwriting in their books.</li> </ul> <p>*(unless they have a significant SEN need which prohibits this).  <i>Where national average comparisons are made, this is comparing our disadvantaged children with disadvantage children nationally.</i></p>
<p>Improved maths attainment among disadvantaged pupils.</p>	<p>By 2027/28*</p> <ul style="list-style-type: none"> <li>- KS2 maths outcomes demonstrate the number of disadvantaged pupils meeting the expected standard or above is in line with the national average or above</li> <li>- KS2 maths outcomes demonstrate the number of disadvantaged pupils meeting the greater depth standard, including all disadvantaged pupils with high prior attainment, is in line with or higher than the national average</li> </ul> <p>*(unless they have a significant SEN need which prohibits this).  <i>Where national average comparisons are made, this is comparing our disadvantaged children with disadvantage children nationally.</i></p>
<p>To improve general wellbeing across school, particularly focussing on disadvantaged and other vulnerable pupils.</p>	<p>Children are reporting higher levels of wellbeing:</p> <ul style="list-style-type: none"> <li>- All disadvantaged and vulnerable pupils are participating in enrichment activities, have specified and are accessing their preferred club. They attend breakfast club.</li> <li>- CPOMs reporting shows a significant decrease in the number of teachers reporting social and emotional difficulties such as friendship issues.</li> <li>- A greater number of children are in roles of responsibility such as school council or are representing the school at sporting events.</li> <li>- Pupil and parent voice indicates a significant decrease in the number of children who report friendship difficulties.</li> <li>- Pupil questionnaires show children feel happy and safe in school.</li> <li>- A significant reduction in the number of behavioural incidents being reported for key children.</li> <li>- Disadvantaged children are benefiting from the work of playground friends, mental health champions and sports leaders. They access the hub, the learning fun bus and Forest School when agreed with the SENCO.</li> <li>- All disadvantaged pupils can articulate their aspirations and our curriculum provides the cultural capital for them to succeed in life.</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: £127,000 (per annum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embedding our phonics programme to secure stronger phonics teaching for all pupils.</p> <p>This involves significant training cost for teachers and follow up leadership and release time from our phonics lead.</p>	<p>Phonics programmes have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Primarily 3 Also 4</p>
<p>Embedding dialogic activities across the school curriculum using Philosophy for Children, Circle Time and book study.</p>	<p>Dialogic activities can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Primarily 2 Also 3 and 4</p>
<p>The development of a collaborative CPD culture which challenges thinking, promotes reflection and improves classroom practice.</p> <p>This will include working alongside Tom Sherrington, using a range of evidence-based strategies from the Walkthru series.</p> <p>A focus on maximising the impact of teaching assistants. An initiative being led by the leadership team who are delivering TA and teacher training.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. The EEF notes a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting effective use of teaching assistants is important for improving children’s outcomes. The EEF notes that well trained, effectively deployed TA’s can improve classroom practice and pupil outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a></p>	<p>All</p>
<p>Continued improvements to curriculum subjects, namely history and geography.</p> <p>We will fund ongoing leadership in this area, led by our curriculum lead, to develop subject leaders,</p>	<p>Reports from the EEF’s implementation guide make it explicit that any initiative is only as good as effective principles of school implementation. One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. It is advised that schools should</p>	<p>All</p>

<p>enhance subject knowledge and improve our curriculum offer to pupils.</p> <p>This will include working with Jean Watts (Learn Sheffield Consultant) for ongoing support.</p>	<p>build leadership capacity through implementation teams.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation">Putting Evidence to Work - A School's Guide to Implementation   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
<p>The overlaps between PP and SEND are clear and present in all schools. We will fund teaching in the inclusion hub for disadvantaged SEN children to be taught maths and literacy by an SEN teacher. In the afternoons it is an intervention space and provides enrichment activities such as cooking for some disadvantaged children.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF</a></p>	All

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

Budgeted cost: £16,719 (per annum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional, regular phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4
<p>Additional, regular reading support in KS2 for disadvantaged children using our online platform, Lexia.</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children</p> <p><a href="https://www.educationendowmentfoundation.org.uk/lexia-reading-core5">Lexia Reading Core5®   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 3, 4

Additional maths support in KS2 for disadvantaged children. This will include teachers, TAs and individualised online learning platforms for some children.	FFT research found that pupils from socio-economically deprived backgrounds have fallen further behind in maths since the onset of the pandemic.  The EEF recommends maths interventions as a means of helping pupils to catch up.  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	5
Improving reading fluency.	The RoSIS KS1 & 2 Reading Fluency Project aims to accelerate achievement in reading fluency and comprehension in a short space of time. Pupils make, on average, 20 months' progress in 8 weeks.	3
Targeted reading aloud and book discussion with young children, including the use of structured questioning to develop reading comprehension.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Embedding dialogic interventions to explicitly extend pupils' spoken vocabulary through the use of purposeful, curriculum-focused, dialogue and interaction.	Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4

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

Budgeted cost: £20,380 (per annum)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and intervention, in line with the recommendations set out in the DfE's new advice launched August 2024. New school policy launched August 2024.	DfE guidance gathered from working with schools with reduced attendance  <a href="#">Working Together to Improve School Attendance   Dfe</a>	1
Breakfast club provision is increased and a wider number of pupils are targeted.	Our internal monitoring shows that pupils who come to breakfast club improve their attendance, make closer bonds with peers, increase their preparedness for school and have fewer behavioural incidents.  A previous EEF impact evaluation found that offering pupils in primary schools a free and	1, 6

	<p>nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress</p> <p><a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Launching The OPAL Primary Programme Outdoor Play and Learning to support behaviour and SEMH.</p>	<p><a href="#">Play-based learning   EEF</a></p>	6
<p>Training on wellbeing and mental health with the aim of supporting children's social and emotional needs. This included appointing a member of staff to lead Trauma Informed Training as well as a member of staff for mental health. Launch of pupil healthy minds ambassadors and a wellbeing working group across school to develop and implement an action plan. Training and release time will be needed to ensure this receives appropriate investment.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	6
<p>Increased access to resources, bespoke to need.</p>	<p>Our internal monitoring, including observations and discussion with pupils, indicates many of our disadvantaged pupils lack learning resources in the home such as books, pens and creative resources. As they are less familiar with these resources, the learning curve is steeper when they join us, for example how to hold a book, or how to use a pencil.</p>	6
<p>Contingency fund to remain responsive to need.</p>	<p>Most years, we find unexpected issues arise that need budgeting for. We put aside a proportion of this budget to support us in areas that have not yet been identified.</p>	All

**Total budgeted cost: £ 147,380**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our internal assessments during 2024/25 showed that the pass rate of disadvantaged children in phonics was 4.5% lower than the previous year and 5.5% lower than the national average. In KS2 SATs the percentage of pupils achieving the expected standard was lower than the previous year but 0.2% higher than the national average. The number of SEN PP children was high and all PP children without SEN passed. The outcomes we aim to achieve have not been fully realised. Internal assessments show ongoing work is needed in the coming years.

Attendance was 0.9% higher than the previous year and 0.6% higher than the national average at 95.4%. Absence among disadvantaged pupils was 1.5% higher than their peers but the gap decreased by 4.49% on the previous year. Progress towards our target has been good. We continue to work closely with families and the A&I specialist team to reach our aim.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continues to be a focus area. We have seen a significant increase in parental mental health issues and families with low levels of resilience. This is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on this approach with the embedding of healthy minds ambassadors and the OPAL play programme.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexia Core 5	Lexia
Accelerated Reader	Renaissance Place
Maths Whizz	Whizz Education Limited
TTRS	TTRS
Numbots	TTRS
Spelling Shed	EdShed

ClassDojo	ClassDojo
Little Wandle	Little Wandle Letters and Sounds
The OPAL Primary Programme Outdoor Play and Learning	OPAL

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support for SEL activities around being a child with parents in the armed forces.
What was the impact of that spending on service pupil premium eligible pupils?	Increased understanding of why family life may look different to peers. Improved engagement with the curriculum resulting from less emotional incidents.

## Further information (optional)

We ensure all senior leaders are directly involved in the lives of our disadvantaged and vulnerable pupils. We share and understand our collective responsibility in improving the cultural capital of Bradway pupils and our close professional relationships within the leadership team allow us to approach disadvantage from multiple aspects with a wealth of different experience. We are incredibly proud of the support we provide to our vulnerable families and parental feedback is overwhelmingly positive.