Pupil premium strategy statement – Bradley Barton Primary School & Nursery 2026-29

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong in vulnerable groups. We recognise that not all pupils who receive Free School Meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We confirm to the DfE's guidance that there is no expectation that schools should spend the grant only on eligible pupils, or, on a per eligible pupil basis.

School overview

Detail	Data
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-29
Date this statement was published	November 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Tom Page
Pupil premium lead	Tom Page
Governor / Trustee lead	Russ Satterley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,690
Pupil premium funding carried forward from previous years	£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*	£94,690

Part A: Pupil premium strategy plan

Statement of intent

At Bradley Barton, we believe in the power of relationships to improve outcomes for all pupils academically, socially and pastorally. We ensure that through high quality training, monitoring and coaching, teaching is continuously improving. We believe that it is every adults' responsibility to look out for opportunities to encourage, support and develop Pupil Premium pupils in order for them to make accelerated progress. In order to do this, we employ a relational approach in order that we may better understand our pupils' needs and barriers to learning.

Our main objectives are:

- To narrow the attainment gap between PP Pupils and their peers.
- To ensure that PP Pupils attend well.
- To widen opportunities for PP Pupils.

Other strategies used to achieve these objectives include;

- a relentless drive to improve teaching standards through monitoring and coaching. This is led by SLT and subject leaders who have comprehensive progression maps
- a bespoke school curriculum for personal and social development,
- termly pupil progress meetings to monitor progress which then ties in with intervention planning and focus children for LSAs
- Regular, targeted LSA training for delivering interventions
- Weekly attendance tracking
- Weekly welfare meetings to identify and remove barriers to attendance, attainment and progress
- Implementing a careers week in May 2027 to widen opportunities
- Targeting PP pupils for extra-curricular activities

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils. The Headteacher is responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils.

<u>The Pupil Premium Lead will be responsible for the following within school:</u>

• Provide a termly report to the governors with regards to the interventions conducted that term and the impact.

• Liaise with the SENDCo to formulate reports into progress made on a termly basis.

• Challenge and question year groups regarding the interventions in place to support the academic, social and emotional development of children.
• Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
• Liaise with the school finance team to monitor and track the allocation of funding.
All Teaching and Support Staff will be responsible for the following:
• Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
• Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
• Plan and deliver the curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
• Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
• Promote positive attendance for disadvantaged pupils by creating a culture of belonging.
• Provide ELSA training for members of staff to be 'attendance mentors' for PA and declining attendance pupils.

The Governors will be responsible for:
• Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
• Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the difference s in our school and the impact of intervention

Challenges

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

Challenge number	Detail of challenge
1	**Attainment**; Across the school, attainment of PP Pupils is less than non-PP pupils (ARE+)
2	**Double disadvantage**; for pupils on the SEND register and in receipt of Pupil Premium, progress and attainment is not significant enough to impact on school data due to them working below Key Stage or year group levels.
3	**Attendance**; PP attendance 90.8%, Non-PP attendance 95.5%

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
Pupil Premium pupils make at least expected progress in reading, writing and maths.	Progress Parity: Pupil Premium pupils make at least expected progress from their starting points in reading, writing, and maths by the end of the academic year, narrowing the attainment gap with their non-disadvantaged peers. Intervention Impact: Termly assessment data and book looks demonstrate that Pupil Premium pupils receiving targeted academic interventions show accelerated progress and successfully apply learned strategies independently in daily classwork.
Attainment gap closes between disadvantaged and non-disadvantaged pupils	Attainment gap closes between disadvantaged and non-disadvantaged pupils
Pupil Premium pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence and perseverance are developed. Pupils are a greater knowledge of activities, job opportunities and strategies to overcome challenge. Increase in PP pupils' participation in clubs and enrichment activities
The attendance of Pupil Premium pupils improves	Data shows a reduced in-school variance.

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: £19,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all disadvantaged pupils have the resources to	EEF guide to Inclusive Teaching used as a basis for CPD with staff to ensure all disadvantaged pupils can access the curriculum.	1, 2, 4

access the curriculum, including access to quality first teaching, adaptive resources (where appropriate) and interventions	**Quality First Teaching (The EEF Tiered Approach):** The Education Endowment Foundation (EEF) emphasises that ensuring an effective teacher is in front of every class—and supporting every teacher to keep improving—is the single most important lever schools have to close the attainment gap. High-quality whole-class teaching disproportionately benefits disadvantaged pupils while reducing the need for additional catch-up support later. **Adaptive Resources & Scaffolding (EEF SEND & 'Five-a-Day' Guidance):** The EEF's Special Educational Needs in Mainstream Schools guidance report highlights that disadvantaged pupils (particularly those with overlapping SEND) have the greatest need for excellent, responsive classroom practice. Implementing the EEF's 'Five-a-day' principles—specifically scaffolding, explicit instruction, and flexible grouping—ensures cognitive barriers are removed so all pupils can access the same ambitious curriculum. **Targeted Academic Interventions (EEF Teaching & Learning Toolkit):** Consistent international evidence from the EEF Toolkit shows that structured, small-group or one-to-one tuition adds between +4 and +5 months of additional progress on average. The EEF's Making the Best Use of Teaching Assistants report confirms that interventions have the highest impact when they are evidence-based, brief, regular, and explicitly linked back to core classroom teaching. **Equitable Access to Learning Resources:** EEF guidance on Technology and Other Resources notes that providing targeted physical and digital resources removes practical and financial barriers to learning, ensuring disadvantaged pupils have the exact tools required to engage fully in lessons and consolidate learning independently.	
Develop and refine progression maps and associated assessment systems in foundation subjects so pupils know more and remember more over time.	**Curriculum Sequencing and Schema Building (Ofsted Research Reviews & Cognitive Science):** Ofsted's subject-specific research reviews and curriculum framework highlight that a well-sequenced, coherent curriculum—mapped clearly from Early Years to Year 6—is essential for helping pupils build rich mental models (schemas). When foundational knowledge is explicitly identified and sequenced, disadvantaged pupils, who may have had fewer prior experiences or less background knowledge, are systematically equipped to connect new learning to what they already know. **Retrieval Practice and Long-Term Memory (EEF Cognitive Science Approaches in the Classroom):** The Education Endowment Foundation's (EEF) *Cognitive Science Approaches in the Classroom* evidence review confirms that structured retrieval practice, spaced learning, and interleaving significantly improve ppils' ability to retain and recall knowledge over time. Embedding these mechanisms into foundation subject assessment systems	1

	prevents "learning loss" between topics and reduces cognitive overload during future lessons. **Diagnostic Formative Assessment (EEF Feedback Guidance & Dylan Wiliam):** Research from the EEF (*Teacher Feedback to Improve Pupil Learning*) and Dylan Wiliam demonstrates that purposeful, low-stakes formative assessment allows teachers to identify specific misconceptions early and adapt instruction in real time. Clear progression maps provide teachers with precise benchmarks to assess against, ensuring disadvantaged pupils do not accumulate hidden gaps in disciplinary and substantive knowledge across the wider curriculum. **Equitable Access to Cultural Capital and Wider Knowledge (EEF & Hirsch):** Educational research (including E.D. Hirsch's work on knowledge-rich curricula and EEF guidance on wider curriculum equity) underscores that a broad, ambitious, and well-structured curriculum is a primary driver of social mobility. Explicitly mapping vocabulary and core concepts across foundation subjects ensures disadvantaged pupils acquire the cultural capital and background knowledge needed to access complex reading and writing across all subjects.	

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

Budgeted cost: £50,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to LSAs to deliver targeted interventions and teaching in reading, writing and maths.	**Targeted Small-Group and One-to-One Interventions (EEF Teaching & Learning Toolkit):** Evidence from the Education Endowment Foundation (EEF) shows that Teaching Assistants/LSAs delivering structured, targeted interventions in small groups or one-to-one settings generates an average of **+4 months' additional progress** over the course of an academic year. Impact is highest in primary schools—particularly in reading (+4 months) and mathematics (+3 months)—when interventions are	1, 2, 3, 4

	accurately matched to pupils' diagnostic learning gaps. **Supplementing, Not Replacing, Quality First Teaching (EEF *Making the Best Use of Teaching Assistants*):** The EEF's guidance report emphasizes that LSAs have the greatest positive impact when deployed to add value to, rather than replace, the class teacher. Ensuring disadvantaged pupils retain maximum access to high-quality teacher instruction while receiving brief, regular (3–5 times weekly), structured LSA support prevents "separation effects" and accelerates catch-up. **Investing in LSA Training and Structured Programmes:** EEF research highlights a sharp contrast between general, unsupported classroom deployment and trained, targeted delivery. Providing LSAs with high-quality professional development to deliver evidence-based, structured programmes with fidelity—and using scaffolding techniques that promote pupil independence rather than task completion—is proven to be a highly cost-effective lever for closing the attainment gap. **Explicit Links Between Interventions and Classroom Learning:** EEF guidance underscores that structured interventions are significantly more effective when dedicated liaison time is built in between teachers and LSAs. Making explicit connections between small-group reading, writing, and maths sessions and everyday whole-class teaching ensures disadvantaged pupils successfully transfer and apply newly acquired skills independently. .	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for trips and residentials	The EEF toolkits highlights that Outdoor adventure learning has a positive impact of 4 months, sports participation has a moderate impact on pupil progress and while, arts and after school programmes have a low impact, it is felt these experiences will lead to pupils becoming more resilient, confident, risk-takers which will impact on their learning behaviours in the classroom. It will also improve the breadth of experiences for Pupil Premium pupils and give them aspirations and knowledge of a wide range of areas of life, coupled with shared experiences with parents and carers to develop language and relationships.	1, 2, 3, 4
Subsidise costs for extra-curricular	**Outdoor Adventure Learning & Non-Cognitive Skills (EEF Teaching & Learning Toolkit):** Research from the Education Endowment Foundation (EEF) on *Outdoor Adventure Learning* indicates positive impacts on pupils' self-confidence, self-efficacy, resilience, and collaborative teamwork. While the EEF notes that adventure and residential experiences do not automatically raise academic attainment on their own, they strengthen non-cognitive skills and positive attitudes to learning that transfer back into the classroom when linked explicitly to school life. **Cultural Capital and Curriculum Enrichment (Ofsted Education Inspection Framework):** Ofsted research highlights the vital role of building **cultural capital**—the essential knowledge, vocabulary, and real-world experiences pupils need to succeed. Disadvantaged pupils often have fewer opportunities to access museums, theatres, historical sites, and outdoor residentials outside of school. Subsidising these visits provides concrete, first-hand experiences that directly anchor and enrich classroom writing, reading comprehension, and foundation subject learning.	
Implement a PP PA/declining absence, targeted breakfast club	**Improving Attendance and Punctuality (EEF *Working with Parents to Support Children's Learning* & Attendance Review):** Evidence from the Education Endowment Foundation (EEF) and the Department for Education's (*Working Together to Improve School Attendance*) guidance demonstrates that regular school attendance is a critical prerequisite for	1, 2, 3, 4

	closing the attainment gap. Offering a targeted, free breakfast club removes morning practical barriers for families, establishes consistent morning routines, and serves as a proven "soft landing" incentive that directly reduces persistent absenteeism (PA) and lateness among disadvantaged pupils. **Cognitive Readiness and Academic Impact (EEF *Magic Breakfast* Evaluation):** The EEF's randomised controlled trial of school breakfast provision found that pupils in schools offering a free, nutritious breakfast before school made an average of **+2 months' additional progress** in reading, writing, and mathematics (specifically in Key Stage 1). Crucially, the evaluation concluded that the benefits extended beyond nutrition alone—driven largely by improved morning concentration, calmer classroom environments, and higher punctuality rates. **Targeted Pastoral Check-Ins and Early Intervention (EEF Social & Emotional Learning Guidance):** EEF research into *Improving Social and Emotional Learning in Primary Schools* highlights the importance of warm, predictable relationships with trusted adults in supporting pupils' self-regulation and readiness to learn. A targeted breakfast club provides a daily, low-stakes pastoral touchpoint where staff can identify and resolve emotional, social, or family barriers early before the formal school day begins. **Proactive, Supportive Family Engagement (EEF & DfE Attendance Guidance):** Both the DfE and EEF emphasise that punitive measures alone rarely resolve persistent absence; instead, building supportive, non-stigmatising partnerships with families is far more effective. Providing targeted breakfast club places offers practical, daily support to parents facing morning logistical or financial pressures, strengthening home-school trust and improving sustained attendance trajectories.	

Total budgeted cost: £94,690

Part B: Review of the previous academic year

Please see review document for 2025-26 review

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin Literacy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Contribution to Inclusion Team and 1:1 LSA who employ strategies to help pupils identify and regulate emotions as well as targeted support during potentially challenging periods, e.g. Armistice Day, Christmas, birthdays, return of parents from period of service. Contribution to SALT where needed to identify need and support programme.
The impact of that spending on service pupil premium eligible pupils
Sustained attendance. Better emotional regulation strategies and knowledge. Improve speech and language skills.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.