

Pupil premium strategy statement – Bradley Barton Primary School & Nursery 2025-28

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	483
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tom Page
Pupil premium lead	Saoirse Corkery
Governor / Trustee lead	Russ Satterley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£90,900
<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>	

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 develop our children's skills to be successful adults through developing understanding of physical and mental health and metacognitive skills.
- 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 data surgeries to monitor progress which then ties in with intervention planning and focus children for LSAs,
- ASD friendly breakfast club led by our inclusion team
- Considering and reflecting on whether we have an 'equity-based mindset' in school,

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 91.1%, Non-PP attendance 95.5%
4	Oracy and communication

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.	<ul style="list-style-type: none"> Progress of Pupil Premium pupils will be in line with that of their peers in all year groups in reading, writing and maths.
Attainment gap closes between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 access the curriculum, including access to quality first teaching, adaptive resources (where appropriate) and intervention.	<p>EEF toolkit identifies meta-cognition and self-regulation has a high impact for low cost, based on extensive evidence. It also shows behaviour interventions have a moderate impact.</p> <p>The Challenging Learning project will help to develop a consistent approach to developing dialogue across the school as well as establishing a culture of challenge amongst pupils, staff and families.</p> <p>Monitoring to date of the school's <i>Challenging Learning</i> project shows substantial progress on children's resilience</p>	1, 2, 4

	<p>through exploration and shared understanding of what happens to our brains when we are challenged and what strategies we can employ.</p> <p>The EEF guide to pupil premium states the importance of targeting middle and high-attainers. While the Challenging Learning project will raise attainment of all pupils, part of its reason to implement at Bradley Barton, was born of low percentages of pupils achieving 'greater depth'. Children eligible for PP in the middle and high prior-attainment groups will therefore be closely monitored and targeted for support. This is an SDP priority strand.</p>	
<p>Develop and refine progression maps and associated assessment systems in foundation subjects so pupils know more and remember more over time.</p>	<p>OFSTED states the importance of a curriculum which is "coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>We want our pupils to be have a clear understanding of the sequence of learning and be able to talk confidently about the progression of their learning. We also recognise the importance of knowledge acquisition and retention so that children can build on their prior knowledge. The EEF suggests that;</p> <p style="padding-left: 40px;">"the positive impact of the retrieval studies, the good theoretical grounding of the practice, and the low cost of implementing lowstakes testing and quizzing generally mean that it is a promising approach that teachers should consider." (Cognitive Science approaches in the classroom, EEF, July 2021)</p> <p>A well-planned, progressive curriculum with built in opportunities to retrieve and apply knowledge is therefore fundamental to knowledge acquisition. This is an SDP priority strand.</p>	1
<p>Use of 'vehicles' with ambitious outcomes based on pupils' needs and interests to inspire, raise standards and make community links.</p>	<p>There are many varying styles of vehicles and a range of outcomes which link to the National Curriculum and pupils' needs and interests. It is hard therefore to attribute evidence to this approach due to this range. That being said, there are some vehicles which adopt collaborative learning approaches such as group work. The EEF Toolkit suggests Collaborative Learning approaches can have a +5 months impact on progress. The vehicle approach includes opportunities to share learning with parents and carers, e.g. performances, hosting events etc. The EEF Toolkit suggests Parental Engagement can have +4 months impact on progress. Our school monitoring and surveys indicate an improvement in enjoyment and participation for pupils and staff.</p>	1, 3

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.	<p>EEF toolkit identifies that feedback has a high impact on pupil progress and one to one and small group tutoring has a moderate impact. Interventions such as conferencing and pre-teaching have been used successfully in our school in previous years.</p> <p>The timetabling of LSAs will enable regular interventions to take place which have a moderate to high impact in terms of 1:1 intervention or small group tuition. The EEF toolkit suggests that 'Teaching Assistant interventions' can have a positive impact of 4 months on progress.</p>	1, 2, 3, 4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for trips and residential.</p> <p>Use of the Junior Duke of Edinburgh scheme and associated activities</p>	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
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	1, 2, 3, 4

Total budgeted cost: £99,922

Part B: Review of the previous academic year

Please see review document for 2024-25 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
1:1 Tutoring (maths and phonics)	Contracted employees

Service pupil premium funding (optional)

<i>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</i>
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.